



# **Voices of a University**

## **Celebrating 125 Years at the University of Tasmania**

Distinguished Professor Don Chalmers

Dr Bronwyn Meikle (Project Officer and Editor)

Project Steering Committee:-

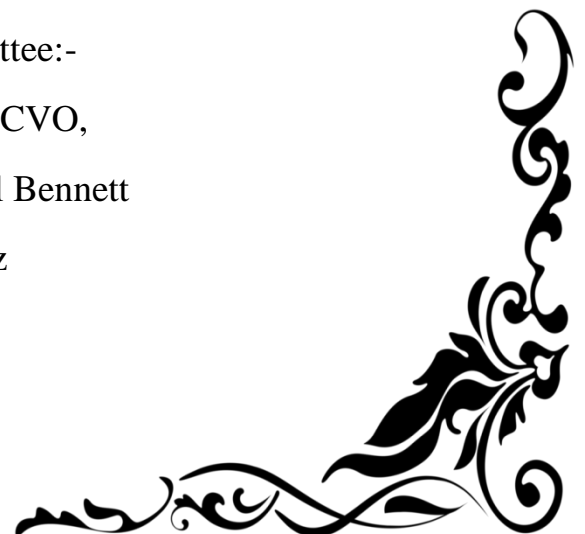
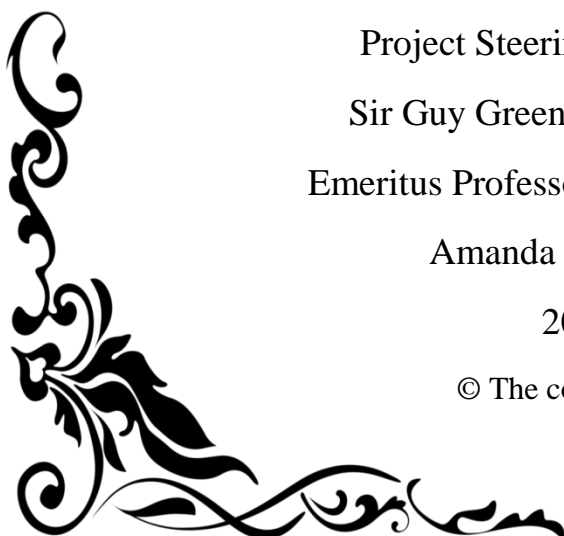
Sir Guy Green AC KBE CVO,

Emeritus Professor Michael Bennett

Amanda Wotjowicz

2015

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## Acknowledgements

### To our Authors

We thank each of our story authors for accepting our invitation, for writing their stories and for their constant support and enthusiasm throughout the 125 Stories project. Our authors' efforts in our 125 Stories project fulfilled our aim to find stories about our University community and life, our academic and research achievements and our roles and achievements within our State, the nation and around the world. They are the source of the quality, humour, erudition and vitality of this 125 Stories collection. We acknowledge that they retain copyright in their works.

### To the 125 Advisory Committee

The 125 Advisory Committee, under the chairmanship of Professor David Rich, organised over 100 special events to mark our 125<sup>th</sup> Anniversary. The 125 Advisory Committee also shaped the final 125 Stories project and provided support throughout, for which we thank them, with special thanks to Erin Mahoney.

### To our Project Officers

We wish to warmly acknowledge the support of our Project Officers. We thank Charlotte Nicol for her research efforts in July and August 2014. We acknowledge the outstanding work of the 125 Stories Project Officer, Dr Bronwyn Meikle, who joined the project in August 2014. Bronwyn was not only involved with receiving and editing stories but also immersed in the detailed follow up with our contributors on amendments, feedback, additions and queries. Her doctoral training in history was an immense asset for research for the project and the quality of this final collection.

### To the Alumni Association

We wish to formally acknowledge the support throughout from the Alumni Association for this project that developed their original idea and for the Alumni stories, some of which were from *Alumni News*.

### To others

We wish to thank Dr Alison Alexander for her excellent advice and support. Her ideas, input and *Companion to Tasmanian History* helped to shape this Project. We also thank Gillian Ward for her input to this Project. Finally, we thank the State Library of Tasmania (LINC) for advice and support on the preparation of the e-version of the final *125 Voices of a University*, which is deposited with our State Library.

## Preface

### 1. Genesis of the 125 Stories Project

The University of Tasmania celebrated its quasiquicentennial in 2015. Many special events were organised to mark this 125<sup>th</sup> Anniversary within Tasmania, elsewhere in Australia and around the world.

Planning and preparations for this 125<sup>th</sup> Anniversary began some years before. Ideas were proposed on how to involve the entire University of Tasmania community around the world, our Alumni and Friends and our Foundation in the planned 125<sup>th</sup> Anniversary celebrations. In early July 2013, Vice Chancellor, Professor Peter Rathjen, shared an idea from the University's Alumni Association and Foundation about the rudiments of a History Project Committee and a collection of historical stories about the University to mark the University's 125<sup>th</sup> Anniversary. Rather than a traditional history, already expertly prepared by Professor Richard Davis for the University's centenary in 1990, the discussion ranged around stories from students, Alumni, staff, both professional and academic, about the broadening base of our activities, disciplines and international reach. A small steering committee to develop this idea was proposed, comprising Sir Guy Green, as 'Patron and Advisor' and Professors Michael Bennett and Don Chalmers.

### 2. Developing the Project

The Steering Committee met during the second half of 2013 and began to develop this sketch idea into a plan to be presented to the newly formed 125 Advisory Committee set up to organise the overall 125<sup>th</sup> Anniversary celebrations. The three of us met and the original plan that was presented to the 125 Advisory Committee not only ambitiously described a broad range of topics but also proposed the collection of memorabilia for exhibitions and, even more ambitiously, the revival of 'A Democracy Precinct' proposal that had been championed by Professor Bennett some decades before. The plan was reviewed and revised on many occasions during the succeeding 18 months as the invitations were emailed to our proposed authors.

There was early agreement not to prepare any update or coda to the excellent Davis history nor to proceed with an oral history project but to refine and refocus onto other themes for our celebration in 2015. Discussions focussed on identifying 125 stories about our University of Tasmania (UTAS) community and life, our academic and research achievements and our roles and achievement, nationally and internationally. Ideas for the 125 stories broached broad themes, including our campuses; our international activities; UTAS and the sea and our links to marine and Antarctic studies and aquaculture; UTAS, environmental studies and the environmental political movement; UTAS and the arts, TMAG, QVMAG, MONA, our TSO and festivals; UTAS and the earth, with CODES and Sam Carey's ideas on continental drift; UTAS and our Physics telescope; the Australian Maritime College; our distinguished alumni; and, constantly returning to our UTAS student life and experience. The Steering Committee recognised the need for stories that reflected the significant changes since the 1990 Centenary Celebrations in growth, governance changes, the Alumni Association, the expanding work of our Foundation.

By the end of 2013, we had ideas on our themes and had prepared several drafts of a *CELEBRATING 125 YEARS - OUR UTAS HISTORY: Developing a shared plan*. Early in

2014, we added additional themes of internationalisation; our Faculties/ Schools; new campuses; global connectivity; UTAS contribution to Tasmania's economy and cultural life. There was also an appendix with a reference to a possible development of 'A Democracy Precinct' to acknowledge Andrew Inglis Clark, an early Vice-Chancellor of our University, but more famously recognised as 'the primary architect of our Constitution'.

A revised draft was retitled *CELEBRATING 125 YEARS in 125 UTAS STORIES* and presented to the inaugural 125th Advisory Committee meeting held in February 2014 and chaired by Professor David Rich. This meeting made a number of suggestions that further refined the final project brief. Helpfully, this inaugural meeting approved 'The '125 Stories' concept...rather than a conventional update of the Davis history'. The 125 Stories project was accepted in principle at this meeting.

### 3. The Final Plan

This revised draft was further developed. During this period, the Steering Committee met with Dr Alison Alexander and viewed website timelines and material from the University of Western Australia and the University of York, UK. A final Version 6, dated 6 May 2014 became the final draft of the 125 Stories plan. The acronym, UTAS was replaced by the more mellifluous full title of the University. This final plan, *CELEBRATING 125 YEARS in 125 University of Tasmania STORIES* systematically listed the broad range of story areas to be covered, namely, History of UTAS; Disciplines; Research; Creative Arts; The University Globally; The University, Tasmania and Australia; Our Community; Our People; The Student Experience

Importantly, the Steering Committee had also been preparing a list of some 70 potential storywriters and another list of Heads of Schools and Administrative Divisions and Sections to be invited to present their reflections on University life and in the broad themes of the Plan. The final Plan also included expected outputs, principally a *125<sup>th</sup> Anniversary Stories Book* along with a dedicated website for the UTAS 125 Stories and material collected during the 125 UTAS Stories Project. An e-book version of Richard Davis's *Open to Talent* the centenary history was proposed and is now freely accessible on-line. Rather ambitiously, the Steering Committee aimed to encourage Exhibitions, modelled on work by Gillian Ward, of collected materials, exhibits and photographs and contributions from colleagues and Alumni. The 125th Advisory Committee organised these exhibitions amongst the enormous number of 125 celebrations held around the state and internationally.

### 4. The 125 Stories Project.

While awaiting advice about administrative support, the Steering Committee sent the first invitations in late May 2014 and continued through to the end of the year. The Steering Committee had invited and aimed to receive some submissions by the end of November. As expected at this busy time in the academic year, many storytellers asked for extensions until early 2015. During the first months of 2014, as the invitations were issued, the Steering Committee was fortunate to have advice from Amanda Wojtowicz on a range of matters. She joined the Steering Committee in June and her advice and wealth of knowledge were invaluable as the project developed and new story ideas were presented.

As the project got underway and gained momentum and the pages opened on the 125 Website, some stories began to be submitted online. The Steering Committee began to receive offers of stories. Helpfully, the Alumni Association, the 125th Advisory Committee and the many 125 Anniversary publications promoted the 125 Stories Project and story offers flowed. With the

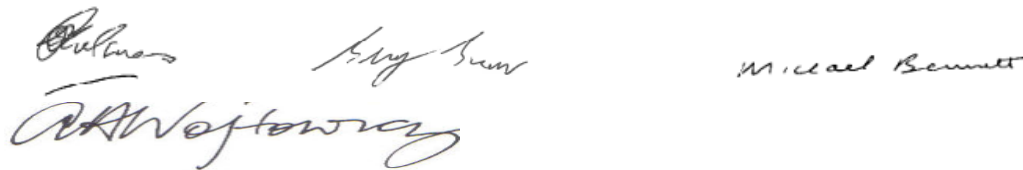


start of the many 125 events in January 2015, each event became another fertile opportunity to publicise the 125 Stories Project and receive story offers. By the end of February 2015, some 160 invitations had been issued. In addition, and most pleasingly, the Steering Committee started to receive regular offers of stories.

With the appointment of Dr Bronwyn Meikle at the end of August 2014, the Project had a dedicated and superbly committed Project Officer able to follow up on the progress of stories and to commission others. Our target of 125 stories was far exceeded with nearly 170 eventually received and uploaded to the dedicated website 125 Stories page launched in January 2015. The website effectively integrated the 125 Stories Project within the overall work of the 125th Advisory Committee and the varied and numerous 125<sup>th</sup> Anniversary Celebration events.

Sir Guy Green officially launched the 125 Stories at a Mayoral Reception for the 125 University Celebrations in Launceston in May 2015. The final 125 Stories were prepared as an E-file collection and deposited with the State Library of Tasmania (LINC) and the University of Tasmania Library, with the title, *Voices of a University*.

We wish to again recognize and thank Dr Bronwyn Meikle for her outstanding work on the 125 Stories Project. Although her title may have been Project Officer, she was an equal partner and colleague on our 125 Stories Committee throughout her time on the Project. The quality of the final collection owes much to her enthusiasm, dedication, and commitment throughout the Project despite considerable personal challenges



The image shows four handwritten signatures in black ink. From left to right, they are: Don Chalmers, Sir Guy Green, Michael Bennett, and Amanda Wojtowicz. The signatures are written in a cursive, flowing style.

Distinguished Professor Don Chalmers, Sir Guy Green, Emeritus Professor Michal Bennett and Amanda Wojtowicz.

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## Introduction

### **The 125 Stories Project** *Guy Green*

This project is part of the year long celebrations we are holding to mark the 125<sup>th</sup> anniversary of the establishment of the University of Tasmania.

That anniversary is well worthy of celebration. The University of Tasmania is one of that select group of only four out of the 40 universities in Australia which were established before Federation; and that in turn means that the University of Tasmania is in fact older than the great majority of the universities in the world.

Of course the age of a university does not by itself necessarily demonstrate its worth but it is not an insignificant quality either. Older universities develop qualities not possessed by newer ones because it takes time for a university to mature, become entrenched as an institution of the society of which it is a part and to gain international standing in the world of scholarship.

One of the principal ways in which the University of Tasmania is celebrating that anniversary is by the 125 Stories Project.

This project was made a prominent part of our celebrations because while there is a natural tendency to identify a university with its campuses, lecture theatres, laboratories and so on, in fact the heart of a university is to be found in its people. A university is a community: a lively interactive community of students, staff and scholars all engaged in one way or another in the transmission, creation and application of knowledge. So it was decided that an especially appropriate way of celebrating the University of Tasmania's 125<sup>th</sup> anniversary was to tell the story of that community.

But how do you go about telling the story of the large, diverse community which comprises this complex 125 year old institution? We concluded that the best way would not be by commissioning a conventional history but by inviting past and present members of that community to share a story about their personal experiences of the University or some aspect of its life and work over the last 125 years.

A committee was formed comprising Professor Michael Bennett, Amanda Wojtowicz and Sir Guy Green most ably led and chaired by Distinguished Professor Don Chalmers. We were greatly assisted by advice from Dr Alison Alexander and the whole enterprise has been brought together by our project officer Dr Bronwyn Meikle.

The stories present a wonderful panorama of the University. To begin with they reveal the amazing variety of distinguished contributions which the University and its people have made in many different ways in many different fields. I cannot begin to mention them all but just to give you a flavor of what these stories reveal the University has achieved over the last 125 years let me mention a few highlights.

We learn that in 1975 University of Tasmania helped bring Australia into the computer age by being the first university in Australia to establish a computer laboratory and the joint first in Australia to offer a three-year Bachelor degree in computing; that the University

established the first university aquaculture department in Australia and that the University was a pioneer in developing comprehensive multidisciplinary Antarctic research programmes and courses.

The stories remind us that the Menzies Institute for Medical Research discovered one of the main causes of sudden infant death syndrome with the result that SIDS-related mortality in Australia decreased from 2.18 per 1000 live births in 1987 to 0.6 per 1,000 in 1997.

We are told of the remarkable story of the collaboration between the physics department and the inventor of the radio telescope and adopted son of Tasmania, Grote Reber, and learn that ours is the only university in the world that operates a Very Long Baseline Interferometer array used both for astronomy and geodesy. We also learn of the important discoveries about our galaxy made by our radio astronomers and the contribution made by our optical astronomers to the discovery of at least 16 exoplanets - that is planets outside our solar system - and what may turn out to be the first exomoon.

The stories also highlight the special achievements of individual University of Tasmania academics such as one of its greatest scholars, Professor Sam Carey, who in the face of widespread skepticism and even derision is famous for securing acceptance of the theory of continental drift, a theory whose significance in geology is comparable to that which Darwin's theory of the origin of species has in biology.

These stories reveal that the University has excelled in many other fields including international law and foreign affairs. In 1945 a University of Tasmania graduate, the distinguished diplomat Ralph Harry, worked in San Francisco on the United Nations Charter and later made a significant contribution to the drafting of the UN Declaration of Human Rights while just last year Dr Richard Herr played an important role helping Fiji's return to parliamentary democracy.

We also read of the contributions the University of Tasmania is making to the work of the International Criminal Court in The Hague through its Tim Hawkins scholars and through the work of Tasmanian Professor Tim McCormack, who is Special Advisor to the Prosecutor of that court.

However it should be emphasized that along with all those achievements, a theme of at least equal importance which permeates throughout these stories is the quality of the teaching our students receive. Remembering the superb quality of the teaching I received as a student 60 years ago I am not surprised to find that these stories strongly support the conclusion that the University of Tasmania is one of the strongest teaching universities in Australia if not the strongest.

These stories also reveal other important qualities of the University.

Starting in 1898, when the University ran science courses in association with the Zeehan School of Mines these stories illustrate the University's fine history of collaboration with and service to industry and the wider community. Agriculture, aquaculture, the arts, power generation, law reform, the timber industry, mining exploration including Bass Strait oil, architecture and design and the Tasmanian economy are just a few of the fields to which the University of Tasmania has made and is continuing to make direct, practical contributions of real substance.

The stories also illustrate the collegiality of the University and the interdisciplinary collaborative work which it fosters. Sometimes this has been achieved through dedicated institutes like IMAS but sometimes the vehicle has been through informal discussions in the University Club. The Club, which has been in existence for exactly half of the University's 125 years, includes the famous, or, according to some Vice Chancellors, the infamous, Table 13 where anyone in the University can meet, have lunch and fix the problems of the University and the World. Another story reveals that in the department of economics a similar function was performed by the tea room where staff fixed the problems of the arcane world which economists inhabit.

The international reach of the University of Tasmania is vividly brought out in these stories. Throughout the world you will find University of Tasmania research being cited and applied and its graduates working and making a difference in almost every conceivable field.

The University's international connections also include its fine history of welcoming international students.

The University was one of only eight Australian universities to participate in the Colombo Plan which supported students from Asian countries between 1951 and 1985. The first two female University of Tasmania engineering graduates were both Colombo plan students. One of them was Dr Koesmarihati Koesnowarso who graduated in 1965 and occupies very senior posts in government and academia in Indonesia. She wrote one of our stories in which she touchingly describes Java and Tasmania as her two island homes.

In recent years there has been a great increase in the number of international students and they too have contributed stories in which they speak movingly about their love for the University and Tasmania, the friendliness of its people and how the level of support and assistance they receive from the academic and other staff goes well beyond what would ordinarily be expected of them.

Since its inception the Australian Maritime College too has attracted students from around the globe. In its first year there were two full-time overseas students; today it has alumni in more than 50 countries around the world.

So in the end what does this collection of stories amount to?

To begin with, it is a set of well written, entertaining and interesting essays well worth reading for their own sake. It is also a treasury of historical material which is especially valuable first because of its authenticity which comes from it mainly comprising first hand accounts and secondly because it tells the story of the University of Tasmania from a great variety of individual perspectives in a way which no one historian could match.

But above all the stories present a richly textured, large scale portrait of a vibrant community of students, teachers and scholars who have a manifest affection for and commitment to this inspiring, creative institution which has made a huge contribution to making Tasmania the civilized, enterprising and culturally strong society it is today and done a great deal for the nation and the rest of the world in the process.

## Overview of the University

**Speech delivered at the 125 launch event, 10 January 2015**     *Peter Rathjen, Vice-Chancellor University of Tasmania*

Colleagues, friends, I would like to welcome all of you to the first of many gatherings and events scheduled throughout 2015 in locations all around the world aimed at celebrating this University's 125th anniversary. You are at the core of what makes this University work, and we deeply appreciate your commitment, your loyalty and your support.

Anniversaries are a time for reflection, anticipation and renewal. So on this, our 125<sup>th</sup> birthday, we have chance to think about and celebrate what we do well and why we are proud to be part of the University of Tasmania. For over 12 decades we have combined teaching and research in a powerful way, serving our State, our nation and the world.

Looking back though at what we have achieved, I would hazard a guess that it is fair to say, that over its 125 years of existence, the University of Tasmania has been responsible for providing much of the expertise, the aspiration and indeed the workforce that underpins the fabric of Tasmania itself.

We now count more than 90,000 plus alumni of which about 12,500 live overseas. In the last 18 months more than 50,000 extra students have joined us through our new online education programs.

One of our biggest challenges of course is keeping track of all those alumni! But what we do know is this – that they have taken their University of Tasmania education and experiences, adding these to their own life learnings and applied them with great effect across the world.

Here in Tasmania, this University has produced five Governors. It has produced nine State Premiers and over 50 of our alumni are currently, or have previously, served as politicians in Tasmania. It is remarkable that three of the Governors of the State, three of the five that we have produced, actually graduated together in Law on 11 May 1960 – the Honourable Sir Guy Green AC, the Honourable William Cox AC and the Honourable Peter Underwood AC.

109 University of Tasmania students have gone on to be Rhodes Scholars. I asked the Warden of Rhodes House two or three years ago whether it might be possible that the University of Tasmania has produced the most Rhodes Scholars of any University in the world. He thought that was likely. We are doing research to find out.

And we do not just produce servants of the State; we have produced a princess. We were very honoured when Her Royal Highness Crown Princess Mary of Denmark agreed to become the Patron of the 125<sup>th</sup> Anniversary.

I talked of our role in producing and being the fabric of this State. We teach and have taught the teachers, the nurses, the doctors and the lawyers that make up Tasmania. There was a lovely story that emerged when Professor Warner was appointed as the new Governor – a suggestion that she has in one way or another taught something like fifty percent of all the legal practitioners currently operating in Tasmania. A magnificent contribution.

We go a lot further than teaching Tasmania's professionals. We have been important for the physical fabric of the State. This includes graduates such as Sir Allan Knight CMG, who was important in constructing many of the major bridges in Tasmania and was later appointed Commissioner of the Hydro-Electric Commission. He also supervised the reconstruction of the Tasman Bridge following the disaster of 1975. University of Tasmania graduates and staff have contributed to and led the development of our water industry and irrigation, architecture and construction in our cities, agriculture and aquaculture.

Beyond the built environment we have contributed to the social fabric of the State.

We know that the flooding of Lake Pedder, although a success for the Hydro, led to Tasmania's first true environmental battle. Dr Richard Jones, who was at that stage a staff member of the University, can be credited with being a co-founder of the first Green Party in the world.

The work of the Tasmanian Law Reform Institute has been important for policy and the social construct that is Tasmania.

Our graduates have led the Police, have led debates and they have been important in discussing women's rights.

The arts and culture have been well served by the University. I came down here knowing of the fame of the Conservatorium and particularly of Jan Sedivka, who was such an important strings teacher in the history of both Tasmania and Australia. I asked whether there was any link between Jan's spectacular accomplishments here and the wonderful Tasmanian Symphony Orchestra and I was told that the concert master of the TSO is in fact one of Jan's students. The legacy lives on.

The Southern Gospel Choir has just represented this State with enormous distinction in a tour of the United States singing to audiences of what I believe might have been 20,000 strong in various churches in the South.

Even David Walsh, the founder of the Museum of Old and New Art (MONA) in Hobart, who was only at the University for about a year, will tell you that it was pivotal in the development of his understanding of himself.

Those are the sorts of things that we have contributed over 100 years to this State.

But it is our academic accomplishments that are the foundation of our reputation. And here again Tasmania has done spectacular things.

Many of you will know of Sam Carey, who is known throughout the world for keeping the flame alive for the Theory of Continental Drift when everyone else was certain that it was incorrect. But you may not know that it was the same Sam Carey who told BHP where to drill for oil in the Bass Strait. This is something which is just being published.

Many of you will know that there has been great impact in health care. Terry Dwyer's work at our Menzies Institute for Medical Research led to a massive decrease in Sudden Infant Death Syndrome (SIDS) across the world. More recently our online programs in Understanding Dementia tell a quite wonderful story which speaks to the reach of this University. There have been around 50,000 people from 120-odd countries that have enrolled in that program; one of them happened to be from Namibia.

In Namibia, or at least in the village where this person worked, they did not understand dementia and they thought it was the effect of witchcraft and so people who had dementia were chained up outside their huts and left. One person with an iphone accessed our online course in Understanding Dementia and understood that this was a disease and was then able to change the whole way that dementia was viewed and treated in Africa or at least in that part of Africa.

It speaks to the impact that a small university in the Southern Ocean can have on the world.

We look at what is happening at the moment: the breeding of new varieties that are suited to the Tasmanian context in agriculture and aquaculture; the need to find ways to help with the Tasmanian Devil disease and various forms of conservation.

These are some examples of research that is simply the best in the world. It is hard to be the best in the world. Australia does it with sporting teams and we do it with mining companies but we don't do it with a great deal else. But here we have some kernels which are of that class.

It is our staff, students and graduates who have defined the State as we see it today but who have also put the State on the global stage. Their passion, their debate, their energy has inspired our communities.

The University itself has changed enormously through this time. We were incorporated in 1890 and the first lectures were attended by fewer than a dozen students. We now have 32,000 students at the University of Tasmania.

The nature of education has changed. Our first students attended lectures, and in fact lived in one place – Domain House in Hobart. But in the fifties we migrated to Sandy Bay and over a period of time; in the nineties, we merged with the TSIT in Launceston; we established our campus on the Cradle Coast and in 2008 we joined with the Australian Maritime College.

This was the establishment of a truly state-wide university providing access, immediate access, to Tasmanians from all regions. And this is the first of our major celebrations which gives us an opportunity to acknowledge the state-wide nature of our institution. Many of you will know that we have gone on to extend our reach to major campuses in Sydney and Shanghai.

It seems that the motto *open to talent* remains a fitting description of our intent. We are here because we believe in the University and we believe in what it is yet to achieve in Tasmania, in Australia and across the world. While there is much that will challenge us in the months and years ahead, I am perfectly confident that the University of Tasmania will thrive and succeed for a further 125 years.

Thank you to all those who have been instrumental in organising the program of events over the coming year, led by Professor David Rich, our former Provost, and indeed the legacy that our 125th year aims to create. Thank you once again for joining us in this important moment in the University of Tasmania's history.

### **The University of Tasmania from three perspectives** *Guy Green*

My first contact with the University of Tasmania was in 1955 when I commenced a Bachelor of Laws course. The law degree took the unusually long time of five years because we had to combine it with doing articles for three years. We had to include subjects from other faculties and I majored in philosophy, an experience which has had an enduring influence on my intellectual life.

Recollections of my time at the university include lecture rooms and facilities which we would now regard as cramped and inadequate but which we accepted without complaint; the makeshift arrangements as the university moved from the old campus on the Domain to Sandy Bay; a drug-free campus save for isolated instances when desperate resort was made to stimulants by students swotting for exams; small classes (as few as six students in some subjects); a very lively students' common room on the Domain served by a tiny shop at which impecunious students could buy, amongst other things, single cigarettes; and a mosaic of memories centred on the Phillip Smith Hall including attending dances on Friday nights, doing exams, participating in rowdy student union meetings and listening to visiting speakers

who might include prominent member of the Australian Communist Party, Tas Bull, giving a fiery address on one day and the Catholic Archbishop of Hobart, Dr Guilford Young, giving an equally fiery address the next day. I recall our indignation at the Suez War and our frustration that it was not followed by conscription for overseas service or some other government action against which we could protest.

Other memories include my excitement upon being told that a poem of mine which had been published in the university literary magazine *Diogenes* had been 'not unfavourably' mentioned in a review by the Professor of English, and then my deflation upon discovering that the reference consisted solely of the comment that it was the shortest poem in the magazine.

The Orr case, which involved the dismissal of a professor of Philosophy for his sexual relationship with a student, cast a shadow over the university for the whole time I was a student and for many years thereafter. I have vivid recollections of the trial of Orr's action in the Supreme Court of Tasmania against the university: the old Macquarie Street courtroom crowded with restive, mainly pro-Orr students whom the trial judge, Sir Kenneth Green, periodically threatened to have removed; the clashes between counsel which bordered on the personal; Sir Kenneth's impatience at the time being wasted on evidence about Orr's dreams which he obviously thought was irrelevant and the distinctive rolling cadences of the voice of counsel for the university, R C Wright, during his three-day cross-examination of Orr.

Nearly everyone was affected by the Orr case in some way or another. As a student majoring in philosophy I recall my resentment at the boycott of the chair of philosophy by the Association of Australasian Philosophers: I could never understand then, and still cannot understand today, how professional teachers of philosophy could justify deliberately acting to the prejudice of philosophy students who had had nothing to do with Orr's dismissal and only wanted the opportunity to learn from them. As it turned out we were very well served by our philosophy lecturers. They included the great logician, Professor Charles Hardie: he had been an associate of Wittgenstein, and Albert Einstein once wrote him a letter expressing his admiration for his book *Background to Modern Thought*. On reflection, perhaps the boycott did us a service.

I believe that my undergraduate experience at the University of Tasmania was equal to the best I could have had anywhere. I base that on my own sense of satisfaction at the teaching I received, discussions I have had with students about their experiences in other Australian universities and my own observations of classes in universities in the United States. I find it interesting, although not surprising, to see that today the University of Tasmania is seriously and credibly promoted as the best teaching university in Australia.

My relationship with the university resumed upon my appointment as chief justice, initially mainly through the Law School. In 1974 I attended my first function there as chief justice. Amongst those to whom I was introduced was an elderly lawyer named Thomas Archibald Scott. He started reminiscing to me about his early days and mentioned a lawyer to whom he referred as young Reg Seager. I happened to know Reg Seager but I certainly did not remember him as young Reg Seager. Instead I remembered an elderly solicitor in the firm

where I had done my articles, who I knew had been admitted to the bar in 1903. That prompted me to ask Mr Scott when he enrolled in the Law School. When he told me it was 1895 I blurted out, 'You must be 100 years old': 'Next month', he replied. He died in November 1976 at the age of 102. His father was the Rev Dr James Scott to whose memory Richard Davis dedicated his centenary history of the university as one of its two founding fathers.

In 1985 I was elected as the chancellor of the university, an office I occupied until 1995. It was an exciting time to become chancellor. It was a decade which saw a remarkable series of initiatives from which we are still benefiting today. They included the acquisition of the 26-metre antenna for the Mount Pleasant observatory at Cambridge. This was a considerable tribute to the university and its Physics Department. We could not possibly have afforded the \$8 million it would otherwise have cost but NASA donated it to us, not only because of Hobart's southerly location but because of the high regard in which the university's physics department and its head, Dr (now Professor), Pip Hamilton were held.

The handover of the radio telescope to the University on 13 May 1986 by the American ambassador and then its launch by the governor, Sir James Plimsoll, was a memorable event, made even more special by the truly historic circumstance that present at the ceremony was the inventor of the radio telescope, Dr Grote Reber. This struck me as being the equivalent of, say, having Michael Faraday present at the opening of a power station.

My time as chancellor also saw the amalgamation of the university and the Tasmanian State Institute of Technology. This was a protracted process but I am convinced that we were right to resist the pressure to which we were subjected by the federal government to speed up the negotiations. The university, not the government, had initiated the idea of an amalgamation so we felt we owned the process and in any event we knew that in order for it to succeed every one's concerns had to be fully aired, addressed and resolved. I think our approach was vindicated by comparing the success of the merger in Tasmania with the sorry outcomes of some of the rushed forced marriages of universities and institutes elsewhere in Australia. The spirit in which the university approached the amalgamation was epitomised by our decision to hold the first council meeting of the new university in Launceston rather than Hobart. The advent of Launceston as a university city was warmly welcomed and the holding of that first council meeting was celebrated by a civic reception —a far cry from the 1890s when Launceston was violently opposed to the establishment of a university anywhere in Tasmania.

I look back on my life with the University of Tasmania as an undergraduate, chief justice and chancellor as one of the most richly rewarding elements of my life.

References: Hardie, Charles, *Background to Modern Thought*, <https://www.education.tas.gov.au/documentcentre/Documents/The-Hardie-Fellowship-Brochure.pdf>, accessed 8 August 2014; Davis, Richard, *Open to Talent*, Hobart, 1990, p 32.

*About the author:* The Honourable Sir Guy Green, AC KBE CVO, LLB (Hons) 1960 (Tasmania), was a legal practitioner, Chief Justice of Tasmania, Governor of Tasmania , and



holder of other offices including Chairman Trustees Tasmanian Museum and Art Gallery, National Chairman Menzies Foundation and Honorary Antarctic Ambassador for Tasmania. He is a graduate and former Chancellor of the University of Tasmania and holder of other offices within the University.

## History of the University

### ***‘Extravagant, Elitist And Out Of Touch’: J B Walker and the Disfigured Infant Heather Felton***

James Backhouse Walker was elected Vice-Chancellor of the University of Tasmania in July 1898 in succession to his friend and mentor, the Rev George Clarke, recently elected Chancellor. While neither was a graduate, both were public intellectuals of high repute, widely respected for their integrity, vision and life-long commitment to the advancement of education. Walker’s tenure as Vice-Chancellor was destined to be brief, for he died in November 1899. His significance to the university, however, goes beyond his accomplishments in this leadership role. An inaugural member of the University Council, he was deemed its hardest worker, his experience as accountant and lawyer invaluable at a time when legal and financial concerns predominated. With the university repeatedly maligned and successive governments threatening major cuts to its grant, the fledgling institution’s survival was far from assured. That the Council succeeded in deflecting disaster was due largely to Walker’s effectiveness as a public advocate and his skill as a political strategist. Latter-day claims that he should be considered the university’s main founding father gain credibility from the assessments of those who worked with him. Fellow councillor, the Rev James Scott, attributed the university’s survival during those fraught first ten years to Walker’s ‘legal knowledge, his native capacity, his singleness of purpose, and his unwearied devotion’. Professor Alex McAulay claimed that, without Walker, the university would not have been born.

In 1889 the Tasmanian community’s support for higher education was less than wholehearted. United in opposition were influential politicians, many representing the north of the colony, who characterised the university as an extravagant, elitist and out-of-touch academic body, supported by taxpayers to benefit only a wealthy few in Hobart. While the legislation – painstakingly drafted by Walker – was submitted to parliament at the instigation of government, only a meagre annual grant had been on offer and, among other compromises, during debate the Minister for Education withdrew a promised endowment of land. To Walker the institution’s birth on 1 January 1890 had thus been untimely. The ‘Parliamentary doctors and nurses’ had done their best to ‘disfigure the poor infant’, was his characterisation of the result. He predicted an early death or at least a very sickly existence. In private he dedicated himself to rearing the ‘poor infant... with all its blemishes and weaknesses’ and nurturing it ‘into health and strength’.

This dedication never flagged: the depth and breadth of his nurturing were particularly striking. He undertook research. He prepared legislation. He immersed himself in administrative detail. A key member of the finance committee, he also compiled annual reports and sought bequests and scholarships. He helped draft rules and regulations – for secondary examinations and matriculation; for degrees; for the council; for the senate. As a member of the Board of Studies and as convenor of the Faculty of Law, he documented

initial curricula and took a lead in inducting staff. He helped manage the library, the buildings and the grounds. For a short time he was acting registrar. But beyond this, it was his capacity for collaborative teamwork, his persuasiveness as a writer, and his skilful behind-the-scenes leadership that most impress. These qualities came to the fore during the depression years, 1892 to 1895, when the university faced the possibility of annihilation.

In August 1892, a time of plummeting revenue and high public debt, came an unexpected change of government. The new premier, Henry Dobson, announced across-the-board retrenchment. To pre-empt more drastic cuts, Walker advised the Council to seize the initiative and offer to forego a quarter of their grant 'as a sacrifice to the needs of the colony'. He had calculated that £3,000 would be sufficient for the university's conversion to a teaching institution during 1893. The tactic worked. Plans for future cuts were also forestalled by highlighting the financial consequences should government ignore legal and contractual obligations. When Dobson announced that reductions would occur when the obligations had been met, Walker took the warning seriously. To counter myths and misinformation promulgated in parliament, he published the facts about the university's costs and benefits. Next came his closely argued case for the university's retention, a four-page pamphlet, *Can We Afford It?* Members of parliament and newspaper editors received personal copies signed by Walker. Reviews, letters and editorial comment kept the issue alive during the parliamentary session. Walker and Vice-Chancellor Clarke both contributed authoritative analyses. The message was clear, concise and consistent – we can afford the university; it is of benefit to all; the evidence is irrefutable.

In April 1894 came another change of government. The new premier, Sir Edward Braddon, an avowed enemy of the university, cut £200 from the 1895 allocation. With the 1896 grant obviously at risk, Walker left nothing to chance. A pre-emptive strategy was activated. In July 1895 Attorney General AI Clark – a member of the University Council – negotiated in Cabinet to limit the reduction to £500. But with Clark in Sydney, Braddon reneged, the cut increased to £1500. Walker prepared a pamphlet, *Is the University a Luxury?*, to provide a script for use during parliamentary debates. Clark delivered a much-praised speech grounded in Walker's arguments. The vote was lost. Outwitted by Treasurer Fysh, Clark's emotive, heartfelt appeal failed to convince. Walker publically challenged the Treasurer, demonstrating that the costs he had quoted for the university were clearly wrong. With Walker as tactical coordinator, efforts turned to influencing the Legislative Council. Petitions from students, teachers, headmasters and citizens were organised. In the press, letters proliferated. Walker distributed a fourth pamphlet – *The Example of the United States*. In lobbying Legislative Councillors, he worked closely with President Adye Douglas, an influential member from Launceston recently elected to the University Council. Formerly an outspoken critic, Walker's evidence convinced him otherwise. With the help of William Moore (Chief Secretary and University Councillor) Douglas orchestrated a unanimous vote: the grant was increased to £2,500.

In 1898, with Walker as Vice Chancellor, collaborative approaches to expanding the teaching program were showing promise, music and science notable examples. With the mining boom had come demands for science courses run in association with technical schools and the Zeehan School of Mines. A comprehensive program coordinated by a professor of mining engineering was proposed but required additional funds. With Walker as tactician, the case

for 'The University and Mining Science' was prepared and sympathetic parliamentarians primed. Again the vote in the Assembly was lost. To influence Legislative Councillors, Walker prepared another pamphlet correcting the Assembly's 'misrepresentations' and 'misunderstandings'. A unanimous vote brought a small increase. The battle continued through 1899, culminating in August in a deputation to Braddon. Within three months the full grant – £4,000 – had been restored, Braddon's government replaced in October by a ministry led by Neil Lewis, Walker's close friend and steadfast supporter of the university. By then Walker was dead: his death during an influenza epidemic a profound shock. In tribute, Chancellor Clarke described a man who had worked very hard and was worth grieving over, always kindly in his relations with his colleagues, trusted by those he worked with and 'so dear a friend to all'. Others commented on his quiet and unassuming manner – he did not seem to care whether he received recognition or not, for he believed he had work to do and was determined to do it thoroughly and to the best of his judgment and ability. Within a few days of his death his fellow lawyers had proposed a university prize to perpetuate his memory. This prize continues to be awarded each year.

*About the author:* Heather holds a BA 1964 BEd (Hons First Class) 1986 and MPA 2000. A former teacher who also worked as an evaluator, researcher, editor and project manager, Heather retired in 2009. Her varied publications include histories of the Tasmanian Aboriginal community, the Department of Treasury and Finance, and Hydro Tasmania. Currently a PhD student, she is researching the life of J B Walker.

### **A Pioneering Professor: William Henry Williams and the University of Tasmania** **Ralph Spaulding**

William Henry Williams (MA Cambridge) was the University's first Professor of Classics and English Literature. Aged 41, he was the eldest of the three lecturers appointed to the University, the only one married with a family and the most experienced in educational administration. He was slightly built, somewhat hesitant in speech and austere in manner.



Williams as Head Master at Newington College in 1888. (*Australian Town and Country Journal* 7 July 1888, p 24).

On his arrival in Hobart on 9 January 1893 Williams visited University Councillor John Backhouse Walker. They had much to discuss. Questions about the appropriateness of Williams' appointment had been raised in the local press and Parliament because of his lack of experience as a university teacher of literature, and his family relationship with a Council member. Williams was under pressure to prove his ability to teach English Literature at the tertiary level and to meet Walker's belief that the success of the University would depend 'very much' on his seniority and previous experience as Headmaster of Newington College, Sydney.

During the next thirty-three years Williams justified Walker and the Council's faith in his ability as a teacher and administrator. The following brief account highlights aspects of his work in both these fields.

***The First Professor of Classics and English Literature and Dean of the Faculty of Letters***

Any doubts about Williams' ability to teach University English were soon put to rest. He developed an undergraduate program which, in the custom of those times, was organised on historical lines and focussed more philology than literary appreciation. In 1893 he also published literary articles in the *Australian Home Reader* and delivered a series of extension lectures on the literature of the Age of Anne, the first of which was reported favourably in the press. Subsequently, Williams edited works by writers such as Nicholas Udall, Matthew Green and John Skelton, all of which received good reviews both locally and overseas.

In the lecture room, Williams was conscientious, but often uninspiring. 'P.K.'s' amusing poem 'A Fragment of an Epic of Purgatory' (1900) describes Williams' classroom thus:

There sat a company within a room.  
 And one of them was speaking; and his voice,  
 Without inflection, sounded as the drone  
 Of some great wheel, that spins unceasingly,  
 Yet seems as if it slept. Around him sat  
 Both men and women souls in sombre gowns,  
 Their heads bent forwards, and their eyelids closed,  
 And limbs stretched out in weary length before.

In 1925, *Platypus* acknowledged that Williams' teaching was thorough and had altered little in method over the years: 'both in English and Latin he went lovingly through the text of an author, dissecting with patient skill the art of the writer'. Nor had the content of his courses changed significantly over time and in 1919 he was criticised by a colleague for not including in his program writers more recent than the eighteenth century.

As first Dean of the Faculty of Letters and initially with no subject specialists on the staff, Williams sought advice from mainland universities to establish programs in Modern Languages, Logic, and Mental and Moral Science. Subsequently he invited colleagues from

those universities to serve as occasional external examiners in Modern Languages, English and Classics. Williams reciprocated by assisting with Classics examinations at Melbourne University.

### **The First Chair of the Professorial Board.**

Williams was elected Chairman of the Board in 1896 and held the position until 1925. He liaised with the Council and the Board of Studies on degree regulations, organised annual lecture and examination timetables, and established rules for maintaining student discipline. Eventually the Registrar dealt with many organisational matters, but often under Williams' watchful eye.

The Professorial Board's rules for student discipline operated with little change for the next thirty years. These empowered the Board to impose fines not exceeding three guineas for 'misconduct of any kind' and lecturers to impose fines of one guinea for misconduct in class. Fines had to be paid within forty-eight hours and were doubled if not paid on time. Refusal to pay would result in the imposition of 'suitable measures against the offender for his contumacy'.

In 1924, when some students transgressed the Council's rule banning the use of playing cards within the University precincts, the Board fined the Student Union fifteen pounds to be paid within forty-eight hours. The Union paid the fine, but the Board later reimbursed the money, when it learnt that students responsible for the 'crime' had contributed their share to the fine itself!

A level of trust and cooperation between the Professorial Board and the Student Union was evident when the Union sought the Board's support to discipline one of its members who had refused to pay a Union fine of one pound. The Board instructed the Registrar to write to the student ordering him to pay the fine within forty-eight hours or incur the Board's further fine of three guineas for disobeying its instructions! The fine was paid and the matter was resolved to everybody's satisfaction including the student's father who had initially taken exception to the Union and the Board's action.

### **The First Staff Member of the University Council**

The Senate elected Williams to the Council in 1900, the first staff member elected to this body. Apart from a short break in 1922, he remained on the Council until 1932, serving on its Standing Committee from 1906 until 1925, and as the Council's representative on the Teachers' and Schools' Registration Board until 1935.

Williams' support for the failed bid to introduce theology into the University program and his opposition to the appointment of the University's first female lecturer are well known. Not so recognised are his success in convincing the Council to include Education as a subject in the Arts degree and to purchase a glass case to house a collection of Greek and Roman coins donated by one of his former students in 1909. Perhaps this glass case was a precursor to the John Elliott Classics Museum!

Although in some respects a traditionalist (he favoured the compulsory wearing of academic gowns for example), Williams was often liberal in outlook, particularly in matters of student welfare. He opposed making it compulsory for students to attend all lectures, and argued successfully against making a pass in Leaving English a prerequisite for its study at University. He rejected a Council move to suspend a student's scholarship without a proper investigation into the relevant circumstances, and opposed a recommendation that students wishing to undertake study at Honours level could do so only with the permission of their Faculty.

Williams reached the retirement age of seventy in 1922. The University had made no arrangements to provide retirement benefits for staff and was unsuccessful in its bid to have the Government provide Williams an annual retirement allowance of three hundred pounds. Council then requested Williams to continue lecturing until the end of 1925, hoping to address the problem in the interim. Williams retired with no allowance, but staff agitation for action continued. Nevertheless, the University made no financial contribution towards staff superannuation for some years.

### **The First Professor Emeritus**

In March 1926, Council appointed Williams Professor Emeritus in recognition of his long and meritorious service to the University. Vice Chancellor Stops noted that such an appointment was 'a new departure' for Tasmania. It was so new that the privileges of the position had not been defined. In response to the Council's request for advice on the matter, the Professorial Board recommended that the Emeritus position should be conferred for long and 'exceptionally distinguished service' as a professor, and that the holder should 'for all courtesy and ceremonial occasions be regarded as a Professor of the University', but not be entitled to be a member 'of any Boards, Faculties or Committees of the University'.

This definition did not satisfy Williams and, as a member of Council, he successfully moved that the Professorial Board should re-consider the desirability of including a Professor Emeritus on all Boards, Faculties and Committees on which he was serving at the time of his retirement. In return, the Board noted that to allow a Professor Emeritus to sit on all such groups would establish a life qualification to membership contrary to the existing constitution of such bodies in the University. The Council then moved to accept the Board's decision, but L F Giblin and Williams successfully amended the motion to read that a Professor Emeritus could if he wished continue 'to be a member of the Board of Studies and the appropriate faculty of which he ...had been a member'. The *Mercury* gave a full account of this meeting, including Williams' strong criticism of the Professorial Board's opposition as being 'pettifogging and ungenerous'.



Williams (centre) 1924. Flanked on his right by Professor R L Dunbabin and on his left by Vice-Chancellor W J Stops. (*UT Ph 2*)

Williams remained an active member of the University Council until 1932 and a member of the Faculty of Arts until three years later, at which time he was eighty-three years of age! He died in 1941, survived by his second wife and two sons from his first marriage. An obituary in the *Mercury* acknowledged Professor Williams' 'brilliant work' which had contributed to the University's development.

*About the author:* Dr Spaulding PhD 2005 (Tasmania) is an Honorary Associate (School of Humanities), and formerly Assistant Secretary of the Department of Education and Principal of Cosgrove High School. He is currently researching the history of the Department of English at the University of Tasmania.

### **Andrew Inglis Clark and the Early History of the University of Tasmania    *Alex C McLaren***

The royal assent to the bill to establish the University of Tasmania was given on 1 January 1890. Although Clark cannot be considered as one of the founders of the University, he nevertheless played an important role in its establishment, and later, in saving it from an early demise.

Unfortunately, it seems that the significance of A I Clark's influence is somewhat submerged in the detail and breadth of Professor Richard Davis' definitive Centenary History *Open for Talent* (1990). Furthermore, Clark's contribution is overshadowed by his reputation as one of the Founding Fathers of Federation and prime architect of the Constitution, and for the introduction of the Hare-Clark voting system in Tasmania.

The University evolved after much debate and infighting, from the long-established Tasmania Council of Education (TCE), an examining body for the Associate of Arts (AA) that was essentially equivalent to qualification for matriculation at Oxford and Cambridge. The TCE also awarded annually two scholarships (open to AAs who had completed two years of further study at The High School, Launceston Grammar, Horton College or The Hutchins

School) for four years study for a degree at an English University. At £200 a year (almost equal to a Scottish professional salary) these scholarships were lavish and competition for them was very high. The TCE had long held ambitions to upgrade itself to a university and the crunch came when the Fysh Government decided to discontinue the system of overseas scholarships. However, the TCE was divided into two factions: those members who wanted an examining university and those who demanded a teaching institution. In addition there were those who, while favouring a teaching university, considered that the Scottish, non-collegiate model with more emphasis on technical education, was more appropriate to Tasmania. B S Bird was in the latter camp and it was he, as Minister of Education, who submitted the bill which, with considerable modification, finally established the University. It was at this point that Clark's influence was felt. Even before Bird submitted his bill, Clark insisted on excluding all religious tests and limiting the number of clerics on the Council to four. This greatly annoyed many TCE members who had become accustomed to considerable clerical involvement. According to J B Walker, Clark believed that the churches 'had too much control of education and had exercised a narrowing and pernicious influence on it'.

The new University began teaching in March 1893, and it is perhaps not surprising that the newly appointed lecturers, William Jethro Brown (History & Law), Alexander McAulay (Mathematics & Physics) and William Henry Williams (Classics & English), should soon find themselves at Rosebank (the Clark home in Battery Point) to meet other intellectuals, friends of the University and members of the Minerva Club. Alex McAulay, according to his granddaughter Ida, became a member of the Minerva Club, and it was at Rosebank that he met his future wife Ida Butler, the radical feminist daughter of Charles Butler, a Hobart Solicitor. For a whole range of reasons, the community at large and many parliamentarians did not look upon the University with favour; in fact many critics, including Premier Braddon and some sections of the press, 'depicted the institution as a sop to the pretensions of an affluent elite'. J B Walker and others strongly defended the University, but in July 1895 Braddon proposed reducing the grant to the fledgling institution to a mere £1500, which would have made teaching impossible. A large majority of the House of Assembly favoured the destruction of the University, but the cabinet was not united. Clark, Bird and William Moore (the Chief Secretary) were known to be against the move, and Braddon delayed raising the matter in cabinet until Clark was away in Sydney. In the subsequent debate in the House, Clark said he could hardly trust himself to speak temperately on the matter. Like J B Walker, he argued that destruction would amount to a breach of contract with the students, and that such a move would have serious consequences in the future:-

There must in these forward days be a University of Tasmania as well as in other colonies, and if it were extinguished now, in years to come when they would require to revive it, a start would have to be made from the state in which it was at its inception, and how the colony would be handicapped under such conditions it was impossible to describe.

Somewhat surprisingly, the notoriously conservative Legislative Council agreed unanimously that the University's annual grant should be reduced by only £300, leaving it with a workable £2500. Braddon used all his power and influence to induce the Assembly to reject the Legislative Council's amendment, but when his motion was put the vote was tied. B S Bird, now the Speaker, cast his vote in favour of the amendment, thereby saving the University from extinction. In March 1901 Clark, the University's 'doughty parliamentary defender', as



Professor Richard Davis later described him, became its Vice-Chancellor but remained in the position only until June 1903. This seems to have been his only official connection with the University.

Reference: Alex C McLaren, *Practical Visionaries: Three Generations of the Inglis Clark Family in Tasmania and Beyond*, Hobart, 2004.

*About the author:* Dr Alex C McLaren, BSc(Hons) 1953 PhD 1957 ScD 1981 (Cantab), after five years in the chemical industry, joined the Physics Department at Monash in 1962 and was there until 1985. He was then appointed professor in the Research School of Earth Sciences at ANU and remained there until retiring to Tasmania in 1998. His book, *Practical Visionaries*, written in retirement, was the culmination of an interest, dating from his youth, in Andrew Inglis Clark and other notable members of the Clark family, of which he is also a descendant.

### **The Toast to the University on the Centenary    *Rev Prof Michael Tate***

*This speech was delivered by former graduate and staff member, then Senator Michael Tate, at the Dinner in which the University was host to its official guests for the occasion of its Centenary Celebrations in 1990.*

In proposing the toast, I could call on this dinner to recognise the international standing of the the scholars, past and present, of this University in the various faculties. I could mention its contribution of men and women who have served the colonies and now this Commonwealth of Australia with great distinction.

Instead, I will beg your indulgence to speak as a Tasmanian, to speak as an undergraduate of over a quarter of a century ago, to speak as one with a great affection for all that this University has offered Tasmania, and with confidence that Tasmanians over the next century will share that well-founded affection and trust.

The reason I can ask with confidence that you join in the toast is symbolised most aptly in the new sculpture by Greg Johns unveiled at the University on Saturday. It portrays on a grand scale the doors of the old University building on the Domain. To me they are a significant embodiment of the motto of the University – ‘ingeniis patuit campus’ – the field lies open to talent – the doors are swung on open on their great steel hinges – beckoning, welcoming, alluring those talented Tasmanians who have entered through the portals of learning into their chosen field of study under the tutelage of the University.

Many sons and daughters of this island have become sons and daughters of the University and it is in filial piety that I pay my tribute of gratitude. It is a simple gratitude for the experience, shared by thousands of students now over the hundred years we are celebrating – the experience of those incomparable moments when one achieves an insight, grasps a thought, or better is grasped by a thought which signals a growing mastery of the discipline into which one was initiated.

Of course exams are passed, a degree is awarded and a career commences – cause enough for gratitude.

But it is for those precious revelatory moments, however partial and fleeting, which freely calls forth the gratitude which would be enough to sustain this toast tonight. I recall vividly in the second term of the second year in the law library suddenly finding I could extract the ratio decidendi from a particularly complex judgement. I knew then that the technique would allow me to enjoy the gift of understanding. Again, when learning Greek to translate the New Testament, a moment came when what had been indecipherable scribbling mediated a meaning – revealed a truth. Many good teachers have enabled thousands of my fellow Tasmanians to share that experience. For this I express my gratitude.

Whether it be in engineering, in history, the study of literature or languages, in the sciences, in the law, whatever field of study, these precious moments are what remain as enduring memories which still engender excitement in the recalling.

Speaking of the doors of the old building on the Domain reminds me of the duty in this toast to remember and evoke the spirit of the ancestors – to acknowledge that we are indeed the beneficiaries of those whose exploits have been chronicled in Dr Richard Davis's book, *Open to Talent*. We are indeed standing on the shoulders of many hundreds of devoted men and women, scholars and administrators who have ensured that we are able to join in these celebrations with such justifiable pride.

As to the founders, what a daring venture and what consequences – perhaps unforeseen though entirely in harmony with the spirit and character of a true university.

Permit me to outline two ways in which, quite outside its formal teaching and research roles, the University helped transform the Tasmania of the early 60s, over a quarter of its life ago.

The Tasmania I grew up in was sectarian. If the hostility between the various denominations of the Christian religion was not as publically bitter as in previous decades, it was nevertheless well entrenched. In professional, banking and commercial life the lines of demarcation were well-drawn.

I recall vividly going to the first ecumenical mission on the campus – certainly the first in Tasmania – held in the main common room then near the refectory steps – I went full of trepidation, ready to sing Faith of our Fathers if necessary to ward off evil spirits. I left full of admiration for the riches unfolded by the missionaries and determined that those separating hedges and high hurdles erected by bigots should be dismantled. I was so seduced by the experience that I went on to study Theology at Oxford and became the first Catholic layman to attain a Theology Degree in my college since the Reformation.

At the same time the Evangelical Union and the Newman Society co-sponsored study groups on action for world development, and as the students graduated to their various posts around the state, those disabling and disfiguring divisions between Tasmanians were torn down. This was all brought to fruition on the service at St David's on Sunday, unimaginable 25 years ago and only achieved because of initiatives on this campus 25 years ago.

This institution had helped transform Tasmanian society by simply being a university where the prevailing ethos was able to be challenged, and if found to be deviant from the truth, discarded.

A supplementary instance, and here I will mention two names which will mean absolutely nothing to almost everyone here – 'FX' Tan and Francis Sakul – perhaps the Premier will remember from John Fisher College. The Tasmanian of my childhood was still very much a British colonial outpost in the social culture, and certainly in ethnic identity – Christopher Koch's *The Double Man* portrays this so well. Asians were easily stereotyped as the greengrocer descendants of those hardy Chinese who opened up tin and gold mining in Tasmania.

The Law School was situated in the engineering building just above the football oval. There I met two Indonesian students studying engineering – 'FX' Tan and Francis Sakul, whom I got to know well. For a boy from South Hobart this was a transforming experience which turned me away from any incipient racism which might have been fostered by the practical ignorance of any other races which was the lot of Tasmanians.

I am sure this experience, especially for those of us who lived together in the colleges, has also had a transforming and civilising effect in Tasmania. To put it in terms of the motto, by opening its doors to those of talent from other nations, the University made Tasmania a more tolerant and civilised community.

There, to your great relief, end my autobiographical notes, but I hope I have indicated why it is that this University, *simply by being a university*, has admirably justified its place in Tasmanian history and affection.

But, in turn, the University has been transformed by the society in which it operates. The range of faculties and disciplines and the ascendance of one field of study over another at different times is testimony to the vitality of the University – it is not a stagnant body.

If I were writing the history of the university I wonder if I might defend the thesis that the prominence of various fields of study depends on the activity and the orientation of the port of Hobart.

We are the University of a port city – once orientated very much to England. As I used to walk to the University from South Hobart I could hear the convoys of apple-trucks backfiring

down the Huon road and Davey Street to the wharves during the apple season. Most of my professors and lecturers came from England as did many of the law reports and journals I read.

Now the University is the Centre for Antarctic and Southern Ocean Studies. This is the newly emerging symbol of the ability of the University to serve well the future of Tasmania and indeed of the nation. This has gone hand in hand with the revitalising and reorientation of the activity of the port of Hobart. No longer the apple boats but rather the great fishing fleets of Japan and Russia and the vessels carrying the scientific expeditions down to the Antarctic give the current character to the activity on the River Derwent, which can be seen from every point on the University campus.

I don't know that I have proved my thesis in a paragraph but I am sure you would agree that all the signs of vitality are there in this great institution of our island. It is not stagnating; it is blessed with many devoted and creative members of staff who are not only teaching and researching in the best traditions but also creating the new bases for wealth so essential for the future generations who will inherit our island state. The work in essential oils and in geology immediately springs to mind.

But, with all this new endeavour, at the geographic centre of the Sandy Bay campus, at the heart of the University, lies the John Elliott Classics Museum, with its exquisite collection of antiquities. It is this marvellous mingling of the newest and the oldest fields of study that truly ensures that this institution will remain a *University*.

Mr Chancellor, this is what gives all those gathered here great confidence in the future of the University, which you superintend on trust on our behalf.

True to its motto – 'Ingeniis Patuit Campus' – we believe it will continue to open up fields of study and research which will serve those talented men and women who seek tertiary studies in this island.

Clearly, in the second century of its endeavours this will occur within a larger framework both institutionally and in its various locations across outside this port city. If this increase access and participation by all those with talent, that will be sufficient justification for the sometimes traumatic adjustments being experienced at the moment.

It simply means that the doors are being opened wider than ever. But, and on this I insist, they must remain *the doors to a university*.

The swinging wider of those doors are but the birth-pangs of the second century of the humanising, civilising influence of this great institution of learning and education in our island state. Everything that has been celebrated over these last few days gives grounds for

the greatest confidence that the dreams of the founders are being fulfilled before our eyes – the field lies open to those with talent.

It is in that confidence that I ask you to join me in the toast.

*About the author:* Reverend Professor The Honourable Michael Tate, AO, LLB (Hons) 1968 Tasmania, MA 1971, LLD, DLitt, lectured in Law at the University of Tasmania from 1972-78 and served as Dean of the Law Faculty in 1977-8, before embarking on a career in Australian Federal politics. He served as Australian Ambassador to The Hague and the Holy See from 1993-6. He joined the Roman Catholic priesthood in 2000 and also serves as an Honorary Professor at the University of Tasmania where he lectures in International Humanitarian Law. He delivered this speech during the University Centenary celebrations in 1990.

### **The Amalgamation of the University of Tasmania and the Tasmanian State Institute of Technology: a personal perception *Alec Lazenby***

On hearing that I was going to the University of Tasmania, a friend of mine said to me, ‘The state is a bit like ancient Gaul – divided into three parts – but there is a difference; the divisions in Tasmania are much deeper’!! Whatever the truth of this assertion, one of the more obvious challenges facing the University of Tasmania in the early 1980s, namely to do something about higher education, had relevance to all parts of the state. Government decisions made earlier had resulted in a system that was neither rational nor efficient. Some subjects, such as pharmacy and surveying, normally provided by Colleges of Advanced Education, were part of the University in Hobart, whilst others e.g., education and some arts and science courses, were available at both the University and the Tasmanian State Institute of Technology [TSIT] in Launceston. Thus, instead of complementing each other, the two institutions were competing aggressively for a limited number of students, adding to the North/South divide in the state. Yet, Tasmania simply didn’t have the population to support more than one higher education institution that was properly resourced both to provide the personnel required to meet the state’s professional needs and to remain competitive with other universities.

This conclusion wasn’t new. David Caro, my predecessor, had tried, unsuccessfully, to effect an amalgamation of the two institutions, an objective that seemed to me to be unattainable unless there was some intervention from the Federal Government. Fortunately, the paper proposing a Unified Higher Education system, including the merging of Australian Universities and Colleges of Advanced Education, released in the mid-1980s by John Dawkins, the Federal Minister for Education, provided the opportunity for renewed discussions on amalgamation. Before this could happen, both the UTAS Professorial Board (PB) and the Council had to be convinced that merging with TSIT was in the University’s interest. This requirement was only met after many lengthy discussions and much lobbying by a number of us favouring amalgamation, with two late university colleagues, Peter Byers and Phillip Hughes, playing particularly important roles in this campaign.

Three members of UTAS (the Chancellor, Sir Guy Green, the PB Chairman, Phillip Hughes, and I) were then chosen to represent the University in the merger discussions. These negotiations, which began in 1987, were both difficult and protracted. Initially, the Chairman of the TSIT Council, the late Edmund Rouse, and the Principal, Coleman O'Flaherty, were unenthusiastic about giving any serious consideration to merging with the University of Tasmania. When pressure from the Federal Government made such an amalgamation almost inevitable, it is understandable that the TSIT negotiators wanted any agreement to embody the best possible outcome for their institution. They were thus strongly in favour of a university with a federal, rather than a unified, structure; felt that the newly merged institution should not retain the name 'University of Tasmania'; and argued that the office of the Vice-Chancellor should not be on, or adjacent to, the campus of either participating institution.

These proposals ran completely counter to my ideas of the newly merged institution. I had envisioned that the amalgamation of UTAS and TSIT would provide the opportunity to establish an institution widely accepted as the university serving the whole of Tasmania; this institution could also make a significant contribution to greater unity within the state. The only logical decision would therefore be to retain the name *The University of Tasmania*. The necessary visible presence in all three regions seemed achievable without too much difficulty. Established campuses already existed in Hobart and Launceston whilst the University had recently set-up a presence in Burnie. This centre, established to provide some first year university courses to help increase the participation rate in the North West, could provide a possible site for developing a campus in the region.

The realisation of these objectives required a number of things to emerge from the negotiations. First, any amalgamation should be a genuine merger of the expertise and other resources of UTAS and TSIT, rather than being perceived as a 'takeover' of the one institution by the other. Secondly, in order to effect the proper and efficient use of these resources, a structurally unified university was essential. In Tasmania especially, with its history of division and conflict, particularly between the North and the South, a federal university would simply provide an opportunity for the financially autonomous components to continue to make decisions based in their own interests rather than the needs of the state as a whole. Further, I could not imagine any circumstances where the Vice-Chancellor's office should be completely separated from any of the university's teaching and research activities.

Fortunately for the negotiators, external factors played a big part in determining both the structure and the name of the new university. John Dawkins attended one of our merger meetings and made clear that his idea of an amalgamation was the creation of a unified institution. In addition, the naming of the new University was taken out of the hands of the negotiating body when a state Minister, Peter Patmore, proposed that it should be called *The University of Tasmania*, a proposition accepted by the Tasmanian parliament.

The negotiating committee's recommendation for the merger of UTAS and TSIT was subject to agreement of the draft Parliamentary Act. Predictably, there were many lengthy discussions on the wording of this document, especially on some contentious issues. In spite of matters being determined by a clear majority only after in-depth deliberations, some decisions were not accepted by everyone. I particularly remember one critical Council

meeting when the Chancellor ruled that two of these issues – the structure of the new university and the composition of its Council – had been traversed sufficiently, and disallowed further discussions on them. The act was then debated and ultimately passed by Parliament. The University Council received the first notification of this decision in the form of a fax sent to me by Ross Ginn [the Legislative Council's representative and a strong supporter of the amalgamation] during my last Council meeting. The fax read, 'Baby safely delivered at 3.15 this afternoon'.

I had just one regret about the merger discussions, namely that we failed to persuade the Australian Maritime College [AMC] to become part of the new university. The College argued the need for financial autonomy, a proposition that had some legitimacy because of its specific and discrete program. However, the merger discussions with the AMC occurred at the same time as those between UTAS and TSIT. This was unfortunate because accepting the AMC's demand for financial autonomy then would almost certainly have been taken as a precedent that would have resulted in disastrous implications for the structure of the new university.

I had decided to retire when the newly merged university, with its unified structure, had been accepted by government. I felt strongly that its first VC should come from outside the merged institutions, thus removing any perception of any bias in the implementation of the Act that might arise from the appointment of an internal candidate. The initial responsibility for this task, just as important as the wording of the Act in determining just how successful the new institution would become, fell to my successor, the late Alan Gilbert. No one could have been more effective than he was in ensuring that the proper foundations of the new University of Tasmania were so firmly laid.

*About the author:* Professor Alec Lazenby AO, LL.D (Honoris causa) (1991), was formerly Professor of Agronomy and Vice-Chancellor, University of New England and Director of the Grassland Research Institute (UK). He was Vice Chancellor of the University of Tasmania during negotiations between the University and the Tasmanian State Institute of Technology (TSIT) which led to the merger of the two institutions, promulgated on 1 January 1991 as the present University of Tasmania.

When I first arrived in Hobart on July 19th 1970 from England to take up a position as a Lecturer in the Law Faculty, George was, in fact the third member of the University's staff whom I met. Derek Roebuck collected me from the airport and showed me my first glimpse of Hobart. Norman Dunbar, another graduate of the University of Sheffield (like myself) invited me to his splendidly anachronistic house in King Street, Sandy Bay for dinner and explained Australian beer and wine to me. It also transpired that we had played cricket for the same club in Sheffield. Derek now lives in Oxford and Norman, still splendidly anachronistic, died relatively recently at the age of 93. The third was George.

It had been decided that, for the early period of my time in the Law Faculty, I should live in Hytten Hall, of which George was then Warden or, as he described himself, the Master. The inspiration both for the title and for his style of leadership was St John's College, Cambridge. After having met me at Llanherne, Derek Roebuck took me to the Hall, describing to me all

the time the numerous qualities of the remarkable person I was shortly to meet. As we stood in the drive of Hytten Hall, I was able to see a figure moving up the hill towards us. As the figure came closer, I saw a man in academic gown – no one at any of the various institutions I'd previously been had worn one – and with the mien and percipience of an old testament prophet. Derek introduced us and left me with George and my suitcase. I warmed to him instantly and asked him about Australian University life. His first advice – and, yes, I still pass it on – was, 'Whatever you do, son, never show fear'. I quickly discovered that all males were son and all females sis. Later in the week, I, perhaps not unsurprisingly, overslept to be woken by George, looking for something in my flat, booming cheerfully, 'Come on son, you're in the antipodes now'.

In Hytten Hall, I always looked carefully at George's notices, frequently directed at some recent manifestation of undergraduate misbehaviour. I was especially happy to see one notice directly prohibiting initiations of any kind, shape or form and that there was no place in Hytten Hall for any variety of private school barbarism. Having heard about and seen both I began to think that I had found someone who shared some of my most deep – seated prejudices. I particularly liked one short and perceptive verse which remained on the notice board for all of the time I stayed in the hall. It read:

There goes the happy moron

He doesn't give a damn

I wish I was a moron!

My God, perhaps I am.

Of course, I was very happy to become influenced by George. He introduced me into his branch of the Australian Labour Party where he was a fervent and leading light. The branch was ultimately disaffiliated from the State branch. The *causa sine qua non*, as is used in relation to causation as a legal concept, was not, perhaps surprisingly, George's responsibility. It was a rude letter written by the Branch Secretary, who was somewhat given to that kind of activity, to the state secretary. That incident taught me much about the mechanics of the political process. There were other activities in which, inspired by George, I became involved. There was DOGS, or, Defence of Government Schools, which at least one colleague regarded as overtly anti-Catholic. Insofar as both George and I were concerned, it was not – George was concerned about the classism and social disruption which private schools caused – the reference to private school barbarism (above) clearly demonstrates that and he, and I objected to that of itself, but, especially, its being funded, however interdenominationally, by Government.

It was not only in public, but in private affairs also, that George was so wise. Many, many people – students, staff or the Hobart world at large – came to him for help and advice. They, like myself, saw kindness and wisdom in the same hardy and individual man. I went to him once, fairly early in my time in Hobart, over some matter I later discovered to be relatively minor. Standing outside George's lodge next to Hytten Hall and looking over the University and the river, George put the issue into appropriate perspective but concluded that 'The greatest waste in this life, son, is the waste of time'. Now, no longer a young lecturer, I am forced to realise the sempeternal truth of that comment: whatever problems I then had were then forever contextualised. I can only speculate as to how many people's lives were



similarly contextualised by this remarkable man and how many people's lives were properly contextualised.

After he retired from academic life, in its widest sense, George became a civil marriage celebrant and took up lawn bowls. He told me that he had taken up the latter so as not to lose touch with his own generation. I venture to guess that he became the former so that he did not lose touch with younger people and it was said that he performed more ceremonies than most clergy in Hobart.

He certainly married Mary and me in October 1975, and, it's being the start of the cricket season, I had a lot of things to do. The consequence was that I (not Mary) was late and I arrived at Derek Roebuck's house, where the marriage was to happen, to hear George saying to Mary, 'Sis, I told you that he wouldn't turn up....!' The ceremony was as successful as the succeeding years.

As a marriage celebrant, as well as being George, other tasks fell on him which were less happy. In 1984, when I was Dean of the Law Faculty at Tasmania, my beloved friend and colleague, Michael Scott, died at a tragically young age. Margaret, the distinguished poet and writer and Michael's long term partner, considered George to be the appropriate person to conduct his funeral. I readily and enthusiastically agreed. As matter turned out, George was away and the lot fell, in any event, on me. After George returned, he apologised and said to me, 'You know son, Michael Scott was the best mind that Law Faculty ever had, and that, I'm afraid, includes you'. Thank you George, I gratefully accept that as the nicest compliment I've ever had!

This, inevitably, is a very personal memoir: it cannot possibly seek to describe every facet of the personality, charisma and contribution that George Wilson has made to the University of Tasmania and its surrounding community. To me – as to so many others – he was a friend, a mentor, a counsellor and a real philosopher. Thank you, George: you were, indeed hardy and independent, but so many other things besides. I am proud and happy to have been a part of the environment you helped create.

*About the author:* Emeritus Professor Frank Bates LLB 1966 LLM 1969 (Sheffield) is presently Professor Emeritus of Law in the University of Newcastle (NSW) and Adjunct Professor of Law at the University of Tasmania and he was, inter alia, a Law Reform Commissioner (1979 – 1982) for Tasmania and a member of the Australian Family Law Council (1990 – 1993 ). He was Lecturer/Senior Lecturer/Reader (1970 – 1987) in the University of Tasmania and was closely associated with George Wilson during that time.

## The McDougall Involvement with the University of Tasmania *Ian McDougall*



Professor D G McDougall (McDougall collection).

Professor Dugald Gordon McDougall, born in Melbourne, Victoria in 1867, was appointed as the Professor of Law and Modern History in the University of Tasmania and took up the appointment in the year 1901 (January); he held the post until June 1933 when, at an age of 65, he retired. He died in Sydney in 1944, after spending many of the intervening years on Norfolk Island (Baker, 1986). Initially he was required to teach all aspects of law on his own, admittedly to a relatively small cohort of students, as well as lecturing in law in Launceston each fortnight. He served during the difficult early 1900s, the crisis of World War I and the Great Depression of the early 1930s (Davis, 1993). His appointment was initially for three years, and in due course he was able to give up the visits to Launceston and the need to also teach history. In 1913 he was able to acquire a full-time assistant and in 1915 he was able to drop the 'History' title (Davis, 1993). D G McDougall was a graduate from the University of Melbourne (BA 1888 MA 1890) and Balliol College Oxford (MA and BCL). After his time in Oxford and called to the bar of the Inner Temple in 1892, he returned to Melbourne. He had a brilliant career, gaining an LLM (1896) from the University of Melbourne before his appointment to the chair in Hobart. In 1909 the University of Melbourne awarded him a LLD. In the first few years following his appointment to the University of Tasmania, the average class size was two, but the problem was that he had to teach up to ten subjects, including in at least one year Property and Wrongs as well as International Law, Equity, Contracts and Constitutional Law, and Roman Law (Davis, 1933). Nevertheless, he was a 'superb teacher' (*Togatus*, 1933), and during his 32 years tenure some 112 LLBs were completed (Davis, 1993). He made a special study of Federal law, but his major achievement over three decades as Tasmania's only full-time law academic for at least one third of the time was the training of the State's law graduates and consequently its judges and magistrates (Baker 1986). He was acting Professor of Law at the University of Sydney for six months in 1905. He married

my grandmother, Helen Ione Atkinson from Ipswich, Queensland, in 1901 and she bore him six sons over the next 9 years. Presumably he met her while employed by the Ipswich Boys' Grammar School in 1900 as the Classics Master. Through her, the family was descendant from the now famous Mary Reibey (1777-1855). In 1910 Helen Ione was committed to an institution in New Norfolk, Tasmania, owing to mental illness, possibly what is now called post natal depression, where she spent the next 47 years, until her death in 1957. My father, Dugald McDougall, the eldest son, had to find work as soon as he could to help his father bring up the other five boys. I remember accompanying my father to New Norfolk on occasional Sunday afternoons, so he could visit his mother, but I always had to stay in the car. My grandmother was rarely discussed, and I never met her as far as I remember.

Only one of the six boys, the second son, Archibald, went to university; he was awarded a Rhodes Scholarship in Tasmania for 1924 and was awarded a BA degree in the University of Tasmania. He followed in his father's footsteps and went to Balliol College at Oxford (1924-1927) where he was awarded a BA in 1926 and a BCL and MA in 1931. Archie had a fine career in law, mainly overseas. He was Lecturer in Law, University of Manchester from 1931 to 1935, and had a four-year stint as the legal adviser to the Iraq Ministry of Foreign Affairs, together with an appointment as Professor of International Law at the Iraq Law School in Bagdad (1936-40). During World War Two he was legal counsel in New York for the British Purchasing Commission (1940-41), and was head of the British Raw Materials Mission, in Washington DC (1944-45). He was also legal counsellor for the British Embassy in Cairo, Egypt, in 1946-49. Much of this information comes from *Who's Who* (1984). Archibald McDougall died in 1984 in USA, where he had taken out citizenship in the early 1950s. He left part of his estate to the University of Tasmania, where a scholarship was set up in the Faculty of Law to commemorate his father. A scholarship was also developed in honour of D G McDougall at Balliol College by Archie McDougall. From another bequest, the University of West Virginia set up an Archibald McDougall Visiting Professorship in International Law, which features the presentation of the McDougall Lecture. He also left part of his estate to the Hutchins School in Hobart.

Dugald, eldest son of Professor D G McDougall, had five children. The eldest, Dugald Grant, had three children. Esther (now Chappell) was the eldest. She attended the University of Tasmania and gained qualifications in nursing and also was a graduate in education and recreation. The youngest in that family, Rachel (now Fishburn) went to the University of Tasmania, and graduated in music and education. Dugald's second son, Ian, the present writer, also went to the University of Tasmania, graduated with BSc (Hons) in geology in 1957, gaining a PhD at the Australian National University in 1961, where he spent much of his career. He is now retired and like his grandfather before him has the title of Emeritus Professor. He had three children, all of whom went to university at various locales. The youngest son of Dugald, Malcolm, who died in 2013, had five offspring, and the eldest daughter, Rowena, graduated from the University of Tasmania in medicine.

Quentin, fifth son of Professor D G McDougall, born in Hobart in 1908, had three children. The middle son of Quentin, Duncan, born in Hobart in 1938 and died in 2008, had two sons, Robert and Alastair and a daughter, Fiona (now McWilliams). All three went through the University of Tasmania, with Robert gaining qualifications in medicine, the second son, Alastair, now employed in the University of Tasmania, graduated in commerce and Fiona

gaining nursing qualifications. Quentin's daughter, Katharine, who married Michael Waterworth (deceased), had three children Julia, Christopher and Jonathan. Julia and Christopher graduated from the University of Tasmania. Julia has a science degree in mathematics as well as teaching qualifications, and Christopher has a degree in commerce. Thus, there have been four generations that have been associated with the University of Tasmania. There are many other descendants of Professor D G McDougall who have graduated from other tertiary institutions, including several who hold PhDs and two who are Professors.

I acknowledge the help given by my brother-in-law, Peter Forster, in producing this brief compilation and recollection. He is married to my younger sister, Ailsa. My wife, Pamela McDougall (was Hodgson), also was very helpful in preparing this document.

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*About the author:* Emeritus Professor Ian McDougall (ANU), BSc (Hons) 1957 (Tasmania), PhD 1961 ANU, Hon Dr Sc 2009 (Glasgow), worked in isotopic dating by K/Ar and  $^{40}\text{Ar}/^{39}\text{Ar}$  methods at the Research School of Earth Sciences (RSES) ANU. His appointments at ANU included Research Fellow, Fellow, Senior Fellow, then Professor in the early 1990s. He retired in 2000.

### **An Affair to Remember: A Note on the Orr Case *Peter Heerey***

*Legal Limits*, Federation Press, 2013, is a collection of excellent papers by Nicholas Hasluck, formerly a judge in the Supreme Court of Western Australia and a published novelist and poet, on the general theme of the relationship between law and literature.

One paper, entitled *Seeing What Happened*, takes as its point of departure the cause célèbre of Professor Sydney Sparkes Orr, who was summarily dismissed from his office of Professor of Philosophy by the University of Tasmania in 1955. The principal ground (as will be seen, there were others) was the allegation that Orr had a sexual relationship with Suzanne Kemp, an 18 year old undergraduate. Orr's action for wrongful dismissal was rejected by Justice Green in the Supreme Court of Tasmania in a decision upheld by the High Court: *Orr v University of Tasmania* (1957) 100 CLR 526.

As Hasluck notes, a later work by Tasmanian author Cassandra Pybus, *Gross Moral Turpitude*, William Heinemann, 1993, thoroughly examined the evidence and came down strongly in favour of the courts' conclusion.

In retrospect that conclusion seems unavoidable. There was, amongst other things, evidence that late one night Orr took Miss Kemp to a lonely spot among the sand dunes behind Bellerive beach, across the river from Hobart. Orr's car became bogged in the sand and he had to get the assistance of a nearby resident, who gave evidence at the trial. Orr's

explanation that the visit was ‘merely for the purpose of discussing some philosophical problem or problems’ (100 CLR at 529) would have sounded unconvincing for the most unworldly of judges, a category into which Justice Green certainly did not fall.

Beside the Kemp issue, the University relied on a number of unrelated grounds. One concerned a mature age philosophy student Edwin Tanner, who was also an accomplished artist. Orr was building a new home in Sandy Bay. It was alleged he offered to award Tanner the prize for Ethics (of all subjects!) in return for the student painting a mural for his new home.

Another involved a Dr Milanov, a lecturer in the Philosophy Department. Orr was said to have importuned Milanov for personal psychological advice in relation to his (Orr’s) dreams and other matters. These included ‘personal information supplied by Orr concerning his relationship with Royalty’ (100 CLR at 528). In particular, Orr speculated that he was the illegitimate son of the Prince of Wales, later Edward VIII and still later Duke of Windsor.

I vividly recall attending the trial at the old Supreme Court in Macquarie Street in 1956, my first year at Law School. Orr was in the witness box and presented his profile to the public gallery. He had the distinctive Windsor sloping forehead and chin, very similar to that of the George VI on the coinage of the time.

Anyway, the Tanner and Milanov grounds, and some others which I cannot recall, were not upheld by the trial judge.

It needs to be mentioned that in 1954 Orr had been one of the prime movers in instigating a Royal Commission into the University. Its report had been quite critical of the University administration, and in particular the Chancellor, the Chief Justice of Tasmania Sir John Morris. There was a clear motive for payback as far as Orr was concerned. Moreover, Suzanne Kemp’s father was a very prominent Hobart businessman and his outraged complaint to the University Council got the matter off to a flying start. My old rugby coach and history lecturer, George Wilson, a strong Orr supporter, confided once at a barbecue that there were only three people who knew the truth of the Orr case, ‘God, Orr and Reg Kemp and none of ’em’s telling’.

Orr’s supporters in the world of academe saw the case as a matter of academic freedom, with an overlay of libertarianism. Whether or not he seduced Miss Kemp was largely irrelevant. In the litigation, the positions were reversed. As an alternative, Orr’s counsel argued, without much enthusiasm one might infer, that the facts found by the trial judge did not constitute legal justification for dismissal.

The response of the High Court (Chief Justice Dixon and Justices Williams and Taylor, 100 CLR at 530) was as follows:

*With this submission we emphatically disagree. Miss Kemp was a student in the appellant’s class, she was 18 years of age and it is apparent that she was then passing*

*through a period of turbulent eroticism. Moreover there can be little doubt that she was eager to institute an intimate personal relationship with the appellant, but there is not the slightest doubt, upon the facts as found, that the appellant, having observed her feelings, became only too ready to take advantage of them and seduce her. The affair developed under the guise of the discussion of philosophical problems and, within a short period resulted in sexual intercourse taking place between them. Thereafter, it occurred on a number of occasions. We have not the slightest doubt that this conduct on his part unfitted him for the position which he held and that the university was entitled summarily to dismiss him. We can only express our surprise that the contrary should be maintained.*

A supposedly conservative bunch of judges was probably several decades in advance of feminist thought in seeing the matter through the prism of exploitation and gender-based power relationships.

Notwithstanding the setback in the courts, *l'affaire Orr* (enthusiastic supporters saw him an antipodean Dreyfus) dragged on and on. There was widespread agitation by the Federal Council of the University Staff Associations, which was the academics' union. A black ban was put on the Chair of Philosophy for years. A number of lecturers at the Law School resigned.

Orr re-joined the Presbyterian Church and its ecclesiastical court, the Scots Kirk Session, retried the Kemp issue and exonerated him. The Church campaigned vigorously for his reinstatement, as did the Catholic Archbishop of Hobart, Dr Guilford Young.

Others were drawn into the struggle. Professor R D ('Panzee') Wright of Melbourne University, later Chancellor of that University, became a public Orr partisan. His brother, Senator Reg Wright, had been leading counsel for the University of Tasmania in the litigation. (Later Orr and Panzee Wright were to have a bitter falling out). John Kerr QC, later Governor-General, and Hal Wooton published in the journal of the Australian Association for Cultural Freedom what Cassandra Pybus (at 130) as 'a devastating piece and it blew the case of Orr and Panzee Wright right out of the water'. The bibliography in the Pybus book details 53 publications. Finally in 1966, shortly before Orr's death, a financial settlement with the University was achieved and the black ban lifted.

In the late 1950s, I was an articled clerk at Hodgman and Valentine, Orr's solicitors. William Hodgman QC had appeared for Orr at the trial, led by Else Barber QC, and in the High Court, led by Maurice Ashkanasy QC. In the years following the litigation, Orr would turn up frequently at the office with miscellaneous requests. By this stage, perhaps understandable, Bill Hodgman's zeal for the cause had rather waned and Orr would be sent off down the corridor to the articled clerk.

Orr was not the most appealing of personalities. He exuded self-pity. At the time, however, I was still a true believer and thought to myself that he had a lot about which to pity himself. It

is not often the reasonable and pleasant people who become martyrs. Perhaps Dreyfus was a bit of a pain.

One of Orr's legal problems concerned philosophy lectures he was giving, not of course at the University but in the rather unlikely venue of the Hobart RSL club. He was reduced to plying his trade as a philosopher, like Socrates of old.

At the time in Tasmania there was an entertainment tax. Orr wanted to know if he was exempt from that tax. I think I told him he was. In any event, Orr's myriad problems did not include claims for Tasmanian entertainment tax.

*About the author:* The Hon Peter Heerey, AM QC, BA LLB (Hons) (Tas), contributed this article which was originally published in the *Victorian Bar News*, July 2014. It is included here with the permission of the publishers. Peter Heerey also contributed the story, *The Law School in the Fifties*.

## **The Professorial Board    *Arthur Sale***

### **Description**

The Professorial Board dates from early in the University's history, but was greatly changed by the Royal Commission of 1955. The Board consisted originally of all the Professors (the academic staff were all Professors for several decades after its foundation). The University Librarian was added later. Shortly after I joined it in 1974, the Board granted membership to all Heads of Departments and Faculty Deans who were not Professors. Membership was also extended to a small number of non-professorial staff elected by the staff at large. The Vice-Chancellor was of course a member and granted the title of Professor *ex officio*.

To a large extent, the Professorial Board ran the University internally. It disposed of 75% or more of the University Budget (all the salaries and running costs of the academic departments); it made all decisions on purely academic matters like course schedules, units and quality control, and on many others the Council was bound to listen to its advice, even if it decided to go against the advice. It was an ultra-efficient body, because no professor wanted to waste time on this stuff for long. It was an example of a virtually self-governing institution.

The Senior Executive (VC and others) decided on the Budget split and ran most of the remaining 25% of the budget on the Administration, while the Council concentrated on finances, senior appointments like the Professors, planning and triennial submissions, and external affairs. In some matters, like the Library, Buildings and Grounds, Council and the Board formed joint committees to oversee their operation.

The Board met at least nine times a year, missing out the months of January, May and August. The University had three terms a year. Meetings were held in the Council Room of the Administration Building after the University moved to Sandy Bay: a high-ceilinged room

with blackwood plywood walls, clerestory windows, and set of tables made of solid blackwood forming a tapered egg shape. Extra chairs were arranged around the periphery. The Board met from 2pm to 5pm on Wednesdays, but could be extended to 6pm by procedural vote. A Chairman was reckoned exceptionally good if he closed the meeting before 5pm.

## Elections

Sir George Cartland was the last Vice-Chancellor to chair the Professorial Board. This was a short transition, because he was only the third *full-time* Vice-Chancellor following Thor Hytten and Keith Isles. Professor David Caro declined to do so, and the Deputy Chairman of the Board became the Chairman of the Professorial Board. When the Board met, the VC sat alongside the Chair on the Chair's right, flanked by the Registrar as Secretary on the Chair's left, at the head of the table.

The election procedure used by the Professorial Board is worthy of comment. It was ultra-egalitarian and unusual, using a voting method locally known as the Pitman procedure, after the former Professor of Mathematics who got the Board to approve it, and based on Condorcet theory: elect the person most preferred over any other in pairwise competition. Each voter ranks each candidate, not much different from normal Australian preference voting, except numbers can be repeated or omitted to indicate indifference between candidates. The pairwise preferences are tallied in a square table, with as many columns and rows as candidates. Column totals are calculated for counting.

The effect would be identical to the Instant Runoff Voting (IRV) used in the Tasmanian Legislative Council and the Commonwealth House of Reps, if there were only one or two candidates standing. Differences occur when there are more candidates.

Consider for example an imaginary election of three candidates [ABC] by 41 voters, highly polarized between A and C. Imagine that 20 voters marked their ballot papers [123], and another 20 marked them [321]. The remaining voter voted [213].

The pairwise preference count (add one if  $x$  is preferred to  $y$  by a voter) is:

	A	B	C
A	0	21	20
B	20	0	20
C	21	21	0
	41	42	40

Candidate C is eliminated as being least preferred, resulting in a new preference table:

	A	B
A	0	21
B	20	0
	20	21

Candidate B is elected. Yet if this election had been conducted under IRV, Candidate B would have been eliminated and Candidate A elected. Note that candidate A had equal highest first preferences with C!



The procedure eliminates the column and row of the least-preferred candidate, recalculating rankings, until only two candidates are left. This means that putting a person last (or low or not numbering them) was a vote *against* them. All current Australian electoral systems count only the people you rank first/highly. The consequence of the Professorial Board procedure is to give no advantage to cliques, unions, or parties and thus discourage their formation, and encourage the election of candidates acceptable to most. It was said that many professors chose whom they put last as carefully as the person they ranked highest. This in itself is a testament to the Board and its sagacity!

### **How it operated**

The agenda of the Board was circulated in an A5 booklet, usually of 20-30 pages with at least as many numbered items, usually with an appendix booklet of the same size (and tiny print). Each item carried a motion with it, which might be as innocuous as 'MOTION: THAT THE REPORT BE RECEIVED' up to 'MOTION: THAT THE BUDGET BE APPROVED'. There were so many motions that if they were all discussed, and all 40-80 members had a tuppence-worth, the business would never be completed in time. So the practice had developed of having a *Standing Committee of the Professorial Board*, which pre-digested the agenda and formulated the motions. It also was given the authority to act on the Board's behalf between meetings, if necessary, and report back on its actions. The Standing Committee was chaired by the Chairman, and comprised about 6-8 members.

The Chairman had the power of drawing up the order of items in the agenda, apart from regular business, and this was important. Some things were harder to get through at 2pm than at 5pm and others the opposite. He could also prefix any item in the agenda with a 'star' (asterisk), and the convention was that anything starred was not discussed and automatically adopted in terms of the motion on the agenda. To limit the power of the Chairman, the first business after *Apologies* and *Approval of the Minutes* of the previous meeting was to allow any member to 'unstar' an item, without debate. The item was then discussed in due order. The Vice-Chancellor's Report was usually the item after the unstarred opportunity. The Board's star convention was the opposite of what the University Council adopted.

### **Brief personal story**

I joined the University as *Foundation Professor of Information Science* in August 1974. In 1975 I was drawn into the Library Committee because of potential computerization of the library catalogue and became its Chair; naturally I also became the Chair of the Computer Policy Committee. Shortly thereafter we were contemplating the first round of amalgamations with the TCAE, and I became drawn into the Standing Committee, probably because we were having much discussion of 'the formula' which was used to determine the funding of and staff levels in each department from its student load, and who else better to understand 'the formula' than a computing professor? Anyway, the Board trusted me. In 198x an unexpected event happened. In December, the Board had just elected a new Chair (Don McNicol), but in April Don accepted a position in Canberra on the University Commission, cutting his term to a few months. I was elected to the rest of the term, and two budgets.

Chairing the Professorial Board was an interesting experience, provided you approached it with a partial sense of its entertainment value, and as Chair managed to control the proceduralists moving amendments and points of order, those that spoke too often, could choose the order of those who wanted to speak, enforce the Standing Orders, and not take anything personally. Sometimes it was very draining (it was suggested that it was like herding tigers instead of cats), but it could be rewarding too.

The Chairman had a two-year term, and by convention did not stand for a second term. I respected this tradition, though I was urged not to.

### **Stars and Highlights**

The Professorial Board had many star performers, and I pass over the efficient administrators and dedicated researchers. One of the stars was Ian Smith, Professor of French, who seldom spoke for long, but when he did it was invariably amusing and at the same time thought-provoking. More than once Ian changed the course of the Board's conclusion with a pithy one sentence comment. Bill Joske (Philosophy) was also a major influencer of the Board, pointing out logical fallacies in a prior argument. Arch Oliver (Civil Engineering) was another case completely. Arch would growl whenever time was a-wasting as he wanted to get back to his students. David Elliott (Applied Mathematics) made many satirical contributions. One he reminds me of was when the Board was discussing supplementary funding for pensioners on a defunct defined benefits scheme. When he started a question 'Would the Vice-Chancellor consider using the Special Fund to...' the VC rose from his chair in wrath; but David was allowed to continue to conclude '...hire assassins to deal with these pensioners?'

Most of the Clinical Professors did not attend the Board regularly, being represented by the Dean and the Pre-Clinical Professors, but when something touched the Medical Faculty, they would all be there as a solid voting bloc. Other voting blocs had similar arrangements.

### **Anecdote**

I have wondered if I could sum up the Board in an anecdote, and I have chosen to feature an anonymous playlet that appeared in the 11 June 1976 issue of the house magazine *University of Tasmania News*. It highlights how the Board *did* run its own business, and there was no question of the Vice-Chancellor or anyone else over-turning the eventual decision. The background is the Annual Academic Budget, and because enrolments in one department have fallen significantly, a staff member is recommended not to be replaced the following year. Intense lobbying took place behind the scenes to have the recommendation reversed, and the Council Room was packed for the meeting. The Vice-Chancellor was chairing the meeting. The Budget was unstarred and... Well, just read. The characters and words are fictional.

### **MAJOR CHARACTERS**

**King** – Slight in build, the King faces a court of nobles who have their own ideas about the proper relation between the monarchy and the nobility.

**Chancellor** – Well-liked, the Lord Chancellor and Prime Minister is a pourer of oil on troubled waters. He feels the weight of the kingdom on his shoulders.

**Keeper of the Privy Purse** – Ascetic and deemed a driver of hard bargains by his peers, The Keeper of the Privy Purse concerns himself with rules, protocols and economies.

**Earl of Marsh** – A noble with light responsibilities, he maintains a tight and loyal band of followers who content themselves with cultivation of their estates.

**Jester** – Tolerated with amusement by the Privy Council, the Jester often contributes to discussions. Though his arguments seldom sway the Council directly, he has a way of turning the facts around so a sudden new truth is revealed.

**Sir Martin Lifestaff** – Sir Martin represents a group of the lesser nobles on the Privy Council. Not having any direct stake in most issues, and secure knowing that his family can be traced back to the Conquest, he is unpredictable in his attitudes to issues.

## THE ACTION

*(The scene is a large vaulted room in a crumbling castle with a faint sense of decay. The Privy Council is in session, and has been so for half the day. It is dusk. The Earl of Reading and my Lord Bishop of Rottenbury sit snoozing quietly in a corner. The Recorder of Scrolls, dejectedly, suppresses his sneezes and wonders when he can take his illness back to bed. The subject being discussed is whether or not it is proper for any of the Lords to lose a Herald so that another Lord can carry out his functions properly. There are currently three vacancies in the College of Heralds, which adds to the piquancy of the situation.)*

**King:** Milords! Let us keep to the task! We have to consider that in the present state of the kingdom we cannot afford any more retainers. If therefore we are to continue along the development path we have set ourselves heretofore, we must be able to transfer posts in the College of Heralds from one retinue to another of you with a greater need. Is this not so, my Lord Chancellor?

**Chancellor:** Indeed, Sire. When the inner Cabal met to discuss this situation, it was entirely agreed that this was the only way that could be seen of preserving the integrity of the kingdom and protecting it from internal collapse. What we could not agree on, sire, was how the transfer ought to be carried out. Some muttered ‘disestablishment’, some ‘secondment’, others ‘defer it’ and some were reluctant to make any comment for fear of an axe falling on their heads. We could not decide therefore one way or another, and therefore we have brought the problem to this greater and more august body, in the hope that the debate would the more clearly show whether our procedures were acceptable to the Council. Frankly, Sire, the Cabal was uncertain as to whether it had the confidence of the Lords in this matter.

**King:** Well, this is now for you all to determine. Who wishes to speak?

**Earl of Marsh:** *(Eagerly, and half rising from his chair. He speaks slowly and forcefully, driving each word home as though a fencepost in the ground.)* I, Sire, wish to speak. This matter has much concerned me. As you and the Lords know, this last sixmonth and more I have not had the full retinue due to me since the Herald of Smallthing passed away. Six full months have I waited for justice and had none! Time after time has this matter been raised by me, and on each occasion I have been fobbed off with promises of consideration. I have had enough. Let us have an end of this charade. Will you spite me or not? Wherefore *(pointing to the Keeper of the Privy Purse)* has this man the power to draw up lists and secret comparisons that so bedevil us that keep your Majesty’s domains in order? I tell you, Sire, that if this post not be filled, and that soon, there will be trouble amongst the peasants that their wants are not being adequately met. Is this your wish? *(Impassioned, appealing to the assembled Lords)* Can you wish that I should be so ill-treated?

**A Lord:** This touches me too. These foul concealed and ill-understood mechanisms that constrain our function are an evil thing. I would have done with them. It cannot be conceived how thin a line there is for safety in my barony for want of adequate retainers to keep the peasants in line. My landowners will not march against the enemy, and we are precluded from employing mercenaries by supposed lack of funds.

A pox on this excuse! Let others see our need and sacrifice what is not theirs for the greater good!

**Keeper of the Privy Purse:** Milords, it aggrieves me to hear you talk thus. Know then, that all the mechanism does is to point the finger at those whom the Cabal will examine to determine if they are overstaffed or not. Each case is examined on its merits, and the mechanism is not then used in any overt way to determine the outcome. If there is a case it will be heard and heard fairly... *(His voice tails away)*

**Sir Martin:** Sire, I wish to bring it to your attention that the Assembly of Barons of the Isc has already voted that the Earl's request is a reasonable one. Let it be granted, I pray.

**King:** *(Aware now that the meeting is about to get out of control and focus on the specific issue rather than debate principles)* Time is flying and we have other important business to transact so that the government of the kingdom can go forward. I propose we suspend debate on this matter forthwith.

*(Hubbub. Interrupting the King before he finishes talking:)*

**Sir Martin:** I, Sire, wish to move that the request of the Earl be granted. You must hear me. It cannot be...

**King:** *(for the first time exerting his authority)* I, sir, was speaking. Will you let me finish? I see however that you do not wish to have this debate suspended, and I shall allow a vote on this matter.

*(A vote is taken, and the suspension motion is lost by a narrow margin.)*

**King:** *(sensing that the meeting is almost beyond his control)* Let us then continue. I point out that this is a dangerous path you undertake, Sir Martin. If it fail, you have forced the Council to express that view which it need not have.

**Chancellor:** It will have indeed closed off one of the satisfactory solutions that are open to the Government. I would not wish that done.

**Sir Martin:** I repeat, let us vote on the issue.

**Earl of Marsh:** *(forcefully again)* And I second that. Let us have it over with.

**Earl of Sypton:** I am sorry to have heard so many speakers on this Council address themselves to a special case. Can it be denied that we need to economize? Can it be denied that some have greater needs than others? Could I face my serfs and landlords and tell them that the Council will not hear my pleas? Will right have its way? I want to say that I will not vote for this. Not that I have anything against the Earl, nor would I wish to say anything against him, for he is my friend, but there is a matter of principle here which we must defend.

**Jester:** Can we not pretend, gentle sirs, that no vacancy occurred in the Earl's retinue? Or that he had concealed it until it was too late? Then our problem would be no problem.

**Keeper of the Privy Purse:** But the mechanism...

**Earl of Marsh:** Remember it may be your turn next...

**Sir Martin:** We all share in this misfortune...

**A Lord:** Surely, Lords, this deserves careful consideration, and not by us in heat? How can we...

**King:** I will not have my Government censured.

**Chancellor:** I do not take this as a censure on the Cabal. This Council cannot be predicted.

**Jester:** Who spoke censure? I smell revolt!

**Sir Martin:** What about the question?

**Second Lord:** This is planned. I dislike it. Will we ever have to conduct our business in such a manner?

**Third Lord:** What kingdom has yet come to grips with its problems in these years of stasis? Dare I hope that we may yet do so? On the evidence I see here I think it unlikely.

**Sir Martin:** Let the question be put!

**King:** Milords, the time approaches when we must leave to our wives and beds. Let me put the question to you: do you wish the Earl of Marsh to retain his retinue and appoint a new Herald to fill the vacancy therein? Will those in favour say Aye?

*(The Earl of Reading starts, and awakes, nodding his head. He and a number of the other Lords reply forcefully.)*

**The Lords:** Aye!

**King:** And those against?

*(The Lords against the retention and others reply even more forcefully.)*

**The Lords:** No!

**King:** I think the Ayes have it, but I wish a count to be taken.

*(General muttering which dies away. The Master of the Household and the King's Equerry arise to count a show of hands. The King puts the question again, and a count is taken. The two officials confer briefly and the Master of the Household whispers in the King's ear.)*

**King:** There you have it... You have decided milords, that this Earl should keep his Herald. So be it!

*(A brief, pensive silence.)*

**King:** Let us call these proceedings to a close. Thank you for your attendance. Let us be away.

*(He rises and swiftly but with dignity leaves the room. The Council, some of its members exhausted, some exhilarated, and some furious, breaks up into small groups and the members drift away. One group is heard as it eddies down the side of the great oaken meeting table.)*

**Chancellor:** At least now, one vexatious question is lifted from our list. But this forebodes me ill; will we ever see sense from this body? Will it ever rationalize its needs? Can it ever look further than its nose?

**A Lord:** Calm yourself, my Lord Chancellor, tomorrow is another day.

**Another Lord:** Aye, but this misgives me too. I fear for our kingdom that such deeds are done. A sad thing was done this day.

**The Ambassador for Bibliot:** Indeed; and yet the honour due to my rank has already been wilfully reduced. Different it is when the sword turns on the wielder... I could wish that my vote against had been recorded but the Council takes little notice of me...

**Chancellor:** And with such a gamble! Had this thing miscarried, would the Earl have any hope? He would have gambled everything and lost!

**The first Lord:** Well, the deed has been carried forward. We can but do but what we consider to be right. We, after all have to live with our own beliefs and tracts.

*(The voices are heard to die away slowly as down a corridor as the Lords leave. The room is seen empty for a while showing the empty chairs, the abandoned papers and tankards. The curtain falls slowly, and as it does a lightning flash lights up the room with a roll of thunder and the sounds of a downpour of rain.)*

*About the author:* Emeritus Professor Arthur Sale, BScEng (Natal) cum laude, GradDipTechStud (PII), PhD (Natal), is Foundation Professor of Information Science (1974+)

at the university of Tasmania. He was Chairman of the Professorial Board (about 1980 for two years) and Pro Vice-Chancellor (1993-99).

### **The Academic Senate** *Jim Reid and John Williamson*

The Academic Senate is established under the University of Tasmania Act (1992) to advise the University Council on all academic matters relating to the University. The Chair is elected by the members of the Academic Senate and must hold the rank of Professor or Associate Professor in the university to be eligible for election. The Deputy Chair is elected from among the Professorial and Associate Professorial members of the Academic Senate. The elaboration of the Academic Senate's authority is set out in the University Ordinances and the Academic Senate's policies. The principal responsibilities include advising Council and the Vice-Chancellor on academic matters, the monitoring of academic policy implementation, and formulating and reviewing policies and procedures in relation to academic standards and academic performance. Academic Senate is the collegial forum for discussion and debate on academic matters, including the academic aspects of the University's Strategic Plan, as well as maintaining intellectual freedom, academic integrity, and the general academic well-being of the University community. In this context the role of the Academic Senate is a key one when considering the whole of University governance.

The Academic Senate operates within changing institutional and national educational and policy contexts and is responsible for ensuring maintenance of academic standards over time. This is typically done through reviews which are collegial and provide constructively critical and supportive advice to the Faculty, School, or Institute. The Academic Senate itself was reviewed recently by an external committee and following this process there were significant changes made to its interaction with senior management, its composition, and its own mechanisms for monitoring its performance.

The work of the present Academic Senate is conducted through a series of Committees including Standing Academic Committee, Academic Quality and Standards Committee, Learning & Teaching Committee, Student Experience Committee and Research College Board. The purpose of all committees is to ensure timely and relevant advice to the Academic Senate.

Over the years the Academic Senate, and its predecessor bodies such as the Professorial Board, has demonstrated the value of the collegial forum for discussion and debate. Perhaps the most notable and challenging of these was the Orr case and the Royal Commission into the University in the 1950s. This case split the University and the Tasmanian community for over a decade but the opportunity to consider the process resulted in an improved recognition of the rights and role of the academic community and, perhaps, to an improved standing of the University in the aftermath of such a divisive issue. Although matters of this magnitude are rare, issues regularly arise in every university that require a collegial body capable of discussing and providing advice to Council on the complex academic issues that will have a major impact on the university, its reputation and its interaction with the broader community.

More recently the Academic Senate has advised on matters that illustrate the unique role that the University has as 'The' University of Tasmania. The first relates to providing

opportunities for students who previously would not have considered enrolment at the University and, accordingly, do not present with the formal academic pre-requisite curriculum knowledge for many courses. The Academic Senate worked with Faculties and Institutes to provide both diagnostic tools and the targeted content knowledge to maximise the opportunity for student success while maintaining the high standards expected in a University of Tasmania degree. The second relates to the nature of being a contemporary academic at a research-led University. In this matter the Academic Senate provided the collegial forum to debate how performance across the areas of Learning & Teaching, Research, Community Engagement, and Service would be measured and evaluated. The success of this contribution had facilitated the endorsement of a broad set of indicators across the main categories of an academic's work life that will add to the Tasmanian community.

The University of Tasmania Act sets out the role of the Academic Senate and it captures the value of the body in providing informed and timely academic advice to enhance the reputation and sustainability of the University. As in the past the Academic Senate will continue to evolve operationally but its commitment to ensuring the provision of outstanding higher education in Tasmania will not change and it will continue the goal of enhancing the international reputation of the University of Tasmania.

*About the authors:* Professor John Williamson is Dean of Education at the University of Tasmania. He has contributed another story, *The Preparation of Teachers in Tasmania*. Distinguished Professor Jim Reid from the School of Plant Science has also contributed another story, *Plant Genetics*.

### **The De-democratization of the University of Tasmania 1990-2015: A Tale of Decline of Academic Sovereignty but with a Future Hope of the University *Peter Chapman***

Prologue: The Democratic and Academic University

Our era (1990-2015) opens with the publication of the University History to commemorate the Centenary of the University of Tasmania. Covering the era 1890-1990 it reflects on both the achievements of the University and its political culture. In doing this it notes how in 1980 a 'democratic impetus' increased the University Council from 21 to 31 members, academic staff representation was increased from three to six, students were allowed to elect two members instead of one, whilst a third student member was included as President of the Tasmanian University Union. At the same time four members were then elected by the 'Convocation' of graduates of the University. Such reform exorcised the last ghosts of the Orr case (which had originated with a precipitate decision by a former, much less representative Council), and this 'democratic' renewal of the University's constitution was demonstrated in the University Act of 1980 and Statutes in various ways which had been matured during the Vice-Chancellorship of Professor David Caro, Vice-Chancellor 1978-1982. The Professorial Board (which has since been succeeded by the Academic Senate) had the responsibility 'for the allocation of resources for academic activities', Deans were elected by the membership of the Faculties; Heads of Departments (now known as Schools) were appointed by election of academic staff (subject to formal confirmation by the Vice Chancellor) and all such Heads were *ex officio* members of the Professorial Board. At the same time all Professors were *ex officio* members of the Professorial Board as were the elected members of the University Council referred to above. All these provisions ensured a

healthy infusion of democratic culture and intellectual authority in the governance of the University of Tasmania.

### The Rise of Executive Governance

As with all Australian universities, such an inclusive system of governance was to be radically attenuated by Federal intervention in University governance over the period 1987-90. This intervention, formally described as the creation of a 'Unified National System' of Australian universities, was unequivocal in its assault on university governance. In the 1987 Green Paper, *Higher Education a policy discussion paper* December 1987, issued by the then Minister of Education, J S Dawkins, it was declared 'it is difficult to justify election among academic colleagues as an acceptable system of management. Increased emphasis must be placed on the development of managerial skills at the middle and senior levels of management.' Whilst the Minister archly declared that 'it is not appropriate for it [Government] to dictate internal management structures, nonetheless there should be reviews of these structures and such reviews should consider the development of 'strong managerial modes of operation by removing the barriers to delegation of policy implementation from governing bodies to chief executive officers'. Whilst such 'barriers' might equally be described as the democratic constraints inherent in free autonomous academic institutions, these recommendations, reinforced by their alliance with the recommendation of the new HECS funding system, and the encouragement of institutional amalgamation, might be said to have been fulfilled in execution beyond expectation, and in spite of assurances of institutional autonomy, the force of these managerial recommendations continue down to the present day

### The Reduction of the University Council

At the University of Tasmania the adoption of this managerial culture was both facilitated and accelerated by the amalgamation of the university with the former Tasmanian Institute of Technology (TSIT) at Launceston. This amalgamation involved the drafting of a new University Act to incorporate both institutions; inevitably it differed radically from the 'democratic' University act referred to above. Though the new amalgamated university was substantially larger than the original university, and was stretched across the state, the Council was substantially *reduced* by some 20% to 24 members. Academic representation was reduced from 6 to 5, convocation (or alumni) representation was reduced 4 to 3, and student representation reduced from a maxim of three to two whilst government appointments were also reduced. Whilst this was a drastic reduction, more drastic attenuations were to follow. In 2001 the University Council was reduced again, to 18 members, academic representation was reduced to three whilst the direct elective representation of Alumni (formerly four members) was abolished altogether although an indirectly elected presence was preserved by the ex-officio membership of the Chairperson and Deputy Chairperson of the Alumni. However even this indirectly elective membership of Alumni was altogether excised in 2005. Despite protest, (see below) this diminution of Council has continued, with the University Council being further reduced in 2012-13, to a maximum of fourteen members, with only one directly elected academic staff member and one elected student member.

### Further representative attenuations in Governance



Over the period, diminution of the representative character of the council was matched by further attenuations in participative governance in the spirit of the 'strong managerial modes of operation' recommended by the interventionist Federal Government. The Academic Senate, the successor body to the Professorial Board, was no longer endowed with the power of the 'allocation of resources for academic activities'; this very significant power being reserved to the university administration, though for a period Senate could comment on budgets developed by the administration, a very significant diminution. Senate did have (and still retains) the responsibility of advising 'Council on all academic matters relating to the university' and endorsing academic proposals by the Faculties. Meanwhile its membership diminished and fluctuated. Its ex-officio Professorial membership was abolished, another very significant diminution of academic authority, but membership did include Heads of schools and disciplines (some 20 in 2001) and 15 elected members of academic staff, as well as the Deans of the Faculties, Chairs of the Degree Boards, the Presidents of the Tasmanian Union Inc., the Student Association Inc. and the University Post-graduate Association, and the senior university administrative officers such as the Vice-Chancellor, Deputy Vice-Chancellor, and the Pro-Vice-Chancellors (then two). Though diminished in power and membership (compared to the Professorial Board), Senate still remained an effective debating body. Meanwhile other elective institutions in the university were either diminished or eliminated. The important office of elected academic dean was checked by the creation of a new matching officer the Executive Dean, appointed by Council on the advice of the Vice-Chancellor with effective responsibility for resource matters. Then in 1997-8 the office of (elected) Academic Dean was abolished, to be replaced by a Dean of Faculty formally appointed by Council. A similar fate befell the Headships of Departments, formerly elected by members of academic staff (see above). Initially the headship protocol was ingeniously reworded to read that appointment of head should be subject to the condition that 'the full-time staff of the Department have had a reasonable opportunity to recommend a nominee'. This compromise formula was however dispensed with in 1998-9 (after some protracted debate in the Academic Senate, see below) and the Head of School subsequently was to be appointed by the Vice-Chancellor on the advice of the Dean. A similar fate eventually overtook the elected Heads of the Degree Boards, which were formed within the Faculties to provide advice to the Dean (in the post academic Dean era) on courses and other studies in the Faculties, including course duration and content, entry requirements and academic assessment. Both the elective chairpersons and the Boards themselves were abolished at the end of 2002, and such matters were decided (again) by the Faculties under the management of the appointed Dean. At this time the long existing right of the membership of the Faculty to consider and advise course approvals to Senate and elsewhere (which had been continued during the era of the Degree Boards) was abolished and staff were only allowed the right 'to comment' on course, and other proposals, emanating from the Faculty Executive, rather than approve or disallow them.

### Controversy & Resistance

Unsurprisingly, as with other Australian universities, this radical attenuation of academic governance aroused considerable controversy and opposition within the university. The final abolition of elective headships occasioned vigorous debates in Academic Senate over two meetings: abolition being deferred by one vote in the first meeting before being carried through in a succeeding meeting in 1998-9. Similarly with the abolition of elective academic deans (who for a period had co-existed with Executive Deans) there was a spirited debate in the Faculty of Arts where a move to have abolition accepted without debate or vote, was defeated and the matter was debated, though in the end the Faculty did vote to excise its

power of appointing academic deans by election. These diminutions of an elective culture notwithstanding, nevertheless the elective tradition was continued through the elective chairpersons of the Degree Boards, bodies established to advise the Dean (now appointed) on 'course duration, content and structure entry requirements and academic assessments relating to the courses and other studies'. In those boards the principle of ensuring academic coherence through the 're-structuring' or amalgamation of departments was both exhaustively debated and largely sustained through the 1990s until their abolition at the end of 2002. Such amalgamations nevertheless were not without controversy. Early in the period (1994) the Department of Classics was reviewed favourably with a recommendation that the chair be filled with appointment of new Professor to bring vigour to the Department. In the event this was never done, and indeed an administrative move was initiated to amalgamate Classics with some other department. This was vigorously resisted not least by students who staged protests and indeed carried off the Vice-Chancellor's official chair from the Council room, declaring it would not be returned until their own chair of classics was filled! In the event the autonomy of Classics was affirmed by the Vice-Chancellor of the Day and though subsequently it was 'grouped' with History in the Department (later School) of History & Classics its academic autonomy was very substantially preserved, thanks to the earlier defence. A more controversial episode was the closure of the discipline of Italian in the then department of modern languages. This was eventually done though the Head of Italian Dr Flonta, had both been commended in the University Report for establishing an electronic journal, and had been successful in securing the offer, from the Italian Government, of the funding of the appointment of an additional, tenured lecturer to the Discipline. The retention of Italian was supported by a resolution from the Faculty of Arts, and the issue received considerable newspaper publicity. In the event however the discipline of Italian was dis-established by a majority vote of the University Council.

#### Crisis 2000-1

Up to the year 2000, the University Administration had, overall, been successful in implementing the Executive management of Universities recommended in the Federal Government Green paper of 1987 referred to above, though as indicated, there had been significant opposition to these changes. In 2000 however there were surprising developments. Advice from the University that the membership of the University Council might be further, significantly, reduced, and initially, allowing only a limited period for comment, stimulated well attended meetings of the National Tertiary Education Union (NTEU) on both campuses calling for further meetings to debate confidence in the management of the university. These meetings were held on May 30 (northern campus) and May 31 2000 (southern campus). 105 members attended these meetings which carried unanimously (with one abstention), motions of no-confidence in the management of the University of Tasmania. Two motions were passed, they read:

1. 'That NTEU members condemn the present decision making process in the University and so request the Chancellor take urgent action to ensure that new open and consultative decision making processes are implemented as a matter of urgency'.
2. 'NTEU members have no confidence in the current Vice-Chancellor of the university in respect of

- (a) continued failure to provide adequate mechanisms for consultation in relation to the structure and activities of the university including changes to University Council; changes to the role, structure and location of schools, faculties and degree programs;
- (b) a climate of distrust that prevents necessary and useful public debate about the role and functioning of the University;
- (c.) An ad hoc decision making process which undermines the achievement of any long-term vision for the University as an academic institution.'

These motions attracted considerable publicity which contributed to a momentum for reform through the various bodies of the University leading to the establishment, by the University Council in November 2000, of a Review Panel to produce a Report on the 'Review of Administration and Policy-making Processes of the University of Tasmania'. This independent panel consisted of Professor C Boris Schedvin, formerly Deputy-Vice Chancellor University of Melbourne, Professor Edwina Cornish, Deputy Vice-Chancellor, University of Adelaide, Dr Dan Norton, Consultant and Company Director, Hobart, Tasmania and Professor John Sizer, Chief Executive, Scottish Funding Councils for Further Education, Edinburgh. This panel's report, *University of Tasmania Report of the Administrative and Policy Making Processes* (Hobart 2001) was delivered on 9 May 2001. Whilst generally endorsing the new management culture referred to above it was highly critical of its particular iteration in the University of Tasmania. It noted among a list of twelve points of 'Current Weakness': 'A lack of transparency in strategic and financial and planning processes; a lack of cohesion between the leadership of the University and the wider university community, including a decline in collegiality, and an internal organization structure that is unstable, does not match financial devolution with academic responsibility and is not accepted by many senior academic staff.'

The report then expressed these concerns in some detail, noting 'There is concern that the hierarchical approach of senior management has been driven by a lack of confidence in middle management which in turn has led the university to lose confidence in senior management. There is also concern about a lack of transparency and a breakdown in collegiality. The Panel is well aware, that especially in a university, complaints of this kind need to be interpreted with caution; but it was satisfied that it was dealing with much more than the normal undercurrent of discontent. As described previously the management style is a traditional line management model: hierarchical and reliant on a high level of central control. Management has a preoccupation with detail at the expense of effective strategic management and an underlying suspicion of subordinates. There appears to be a limited consultation and a tendency to rely on authority'. As a partial remedy to this disturbing situation a particular emphasis was directed toward the Academic Senate. It was noted that 'The Academic Senate or equivalent body plays a crucial role in any university of high standing', and that 'The Academic Senate has among its more intangible roles support for and protection of the collegial culture of the university'. To this end it recommended an expansion of the Academic Senate to include all heads of school, as well as of all Professors and the election of 5-8 non professorial staff. The review anticipated some objection to these reforms on the grounds that Senate might become 'too large and unwieldy' but pressed 'the argument in favour of inclusiveness on the urgent need to strengthen collegiality'.

In the short term, the *Review of the Administration and Policy-making Processes* did achieve a decisive win for collegiality, in the following years it was expanded to around 100 members, including all the Heads of schools, 20 elected Professors, 20 elected members of non-Professorial academic staff. This was an important victory for collegiality, leading to fruitful and productive academic debates in Senate in the best university traditions. Whilst this may have irritated the more executively minded members of management, it is important to note that, in 2006, The Chancellor of the University expressed his support for ‘maintaining the current size of Academic Senate and its representative capacity and strength’. In 2008 indeed a motion was carried for the establishment of an Academic Charter of Governance, which, if yet to be fully fulfilled, did mark an encouraging resurgence of the movement for academic sovereignty.

### Recessionary

Since that time there has been something of a recession in the democratic culture of the University. The provision for 20 elected Professors was abolished in 2010-2011, and the subsequently the elected membership of academic staff has been reduced to 12 though this decline has to a degree been balanced by the development of Faculty Board chairpersons (see below); nevertheless the Senate has overall been reduced in 2015 (after the expiration of the terms of previously elected members) to some 56 members, a far cry from the 100 or more members during the high tide of collegiality. At the same time the representation of disciplines on the Senate has been much reduced by the recent re-structuring of such disciplines into larger schools thus significantly attenuating the representative culture recommended by the 2001 *Review of Administration* in its argument for enhanced collegiality. The restoration of elected Heads of Schools and Deans of Faculties still seems improbably remote, as does the restoration of the former sovereignty of the membership of the Faculties. The University Council remains at less than half its membership in 1989-90, with only one directly elected academic staff representative instead of 6, and no representatives elected by the Alumni at all. Inevitably these developments have encouraged a climate conducive to a return of that style of management criticised by the previous 2001 *Review* as ‘hierarchical and reliant on a high level of central control, rather than one encouraging decision making through academic sovereignty.

### A Future Hope?

Despite this re-assertion of the hierarchical management commented on by the 2001 review, there are still hopes for the restoration of that collegial culture that review referred to. The review itself should be re-visited to establish how far its recommendations have been implemented or endured. More promisingly, in the recent re-structuring of Schools, articulated concerns about the future of disciplines have been met, at least to a degree. Whilst many Disciplines are no longer directly represented on Academic Senate as recommended by the 2001 Review, Faculty Boards have been formed consisting of Heads of Discipline; these boards do consider disciplinary concerns and the chairperson of each Board is *ex-officio* a member of Senate. This is a welcome move in a collegial direction and some collegial momentum has resulted, but much still needs to be achieved.

More promising still has been the University's recent (2012) adherence to the ‘Magna Charta Universitatum’ which has many European Universities as signatories. In this document it is asserted and agreed (‘Fundamental principle 1’) that ‘The university is an autonomous

institution at the heart of societies differently organized because of geography and historical heritage; it produces, examines, appraises and hands down culture by research and teaching. To meet the needs of the world around it, its research and teaching must be morally and intellectually independent of all political authority and economic power’.

The ‘moral and intellectual independence’ referred to can only be achieved by the restoration of the academic sovereignty this and other universities enjoyed before the Government inspired interventions of 1987, and later, referred to above. Such a restoration of academic sovereignty, particularly restoration of the authority for ‘the allocation of resources for academic activities’ to the Academic Senate, as was previously enjoyed by the previous Professorial Board, would be a massive step in the right direction, as would be the restoration of the other academic functions and processes referred to above. It is only by the restoration of Academic Sovereignty in this university, and others, can the best fruits of truly free academic activity be enjoyed by staff and students in the academic community, and by citizens in the wider world beyond it.

References: *Academic Senate Minutes, University of Tasmania 2 March 2007*; Davis, R, *Open to Talent The Centenary History of the University of Tasmania 1890-1990*, (Hobart 1990); Dawkins, J S, *Higher Education: a policy discussion paper*, December 1987; *North & South NTEU Tasmanian Division Newsletter Semester 2*, 2010; *University of Tasmania Report of the Administrative and Policy Making Processes*, (Hobart 2001); *University of Tasmania Calendar 1988-89, 1997, 2001*.

*About the author:* Peter Chapman, BA Tas, MA Oxf, is Associate Professor in History and General Editor of Historical Records of Australia. He has been an elected member of Academic Senate from 1998-99 and 2000-08. He has served as President of the University Club Inc in 1998-2000 and was Vice-President of the University of Tasmania Division of the NTEU, 1996-2004, and Acting President and President of the Division in 2004-08 and 2010-11.

### **The University of Tasmania Motto *Richard Davis***

The centenary history of the University of Tasmania took as its title the University motto, ‘ingeniis patuit campus’, from the 4th century Roman poet, Claudian. Translated as ‘the field lies open to talent’, it appeared an obvious designation. To my surprise I heard criticism that ‘Open to Talent’ was too élitist: universities should be open to everyone, not just those with ‘talent’.

The rebuke related to changes in the 1990s, when the University of Tasmania reached its centenary. It was a period of confronting transformation for Australian academia. The federal government assumed direct responsibility for higher education; Colleges of Advanced Education became universities, fees were reimposed, professorial boards were replaced by managers, and academics were urged to become financially entrepreneurial. Emphasis shifted from the idea of education as an end in itself, the essential basis for citizenship, to training for lucrative professions.

From hence probably came the notion that universities, far from nurturing ‘talent’ for the public good were but institutions for acquiring useful skills. Academics should provide ‘service stations’ for individuals rather intellectual leadership or research following truth

wherever it leads. But such was not the ideal of George Backhouse Walker or the Rev George Clarke, pre-eminent founding fathers of the University of Tasmania. Though neither had themselves enjoyed university education, they were passionately devoted to what higher education might become. Together they pored over J H Newman's *Idea of a University*. Though apparently dated, Newman's analysis still has a modern resonance.

A Catholic cardinal, Newman maintained that higher education had its own secular validity. Just as a doctor needs no justification for maintaining a healthy body, an educator needs no justification for creating a healthy mind. Knowledge is an end in itself. But knowledge must be impregnated with reason and adapted to general ideas, as opposed to the mere particulars instilled by 'instruction', best relinquished to non-university institutions. The mind must react energetically on ideas. Not everyone has a talent for such penetrative thought; many would prefer simple instruction in skills providing job opportunities. They passionately support their footy team, but debate on the place of sport in a democratic society leaves them cold.

Newman had a high notion, borrowed from the ancient Greeks, of liberal versus ill-liberal activity. The former must have no ulterior object. Watching cricket could be liberal if based on simple love of the game; if observed by a paid journalist or commentator it became illiberal. This might be a suitable ideal for colleges catering for a leisured minority, but of what of the modern multiversity catering for talent regardless of background?

As President of the Catholic University in Dublin, Newman provided an answer. He encouraged science and medicine as well as the traditional classics so dominant in early 19th century Oxford and Cambridge, which did not provide practical legal and medical qualifications. But Newman argued that specific training can become liberal by association with a university's questioning atmosphere and pursuit of general ideas. In modern parlance, universities encourage a 'bigger picture' beyond the specifics of their courses. Pursuit of this 'bigger picture', which includes the ultimate questions of life and death, underlies the 'talent' to which the University of Tasmania appeals.

As they pondered over their coming duties as Chancellor and Vice-Chancellor of the infant and then rather pathetic University of Tasmania, George Clark and James Backhouse Walker could scarcely anticipate the enormous growth in courses, world-class research and student numbers achieved over the next 125 years. But their conception of the talent to be nourished, while not always accepted by dominant ministers of education, was as relevant in 2015 as in 1990.

### **Then and Now: The University of Tasmania, 1890-2015**

For Tasmanian enthusiasts in the 1890s fighting an uphill battle to establish a university, the achievement of their institution in the next 125 years would have appeared an impossible fantasy. Few universities have opened in such unpropitious circumstances. No impressive architecture rose to herald the arrival of tertiary study. A Victorian Gothic edifice of the 1850s, originally belonging to the Hobart High School, was pressed in to service. No internationally famous scholars arrived to fill the initial chairs. To save money, the first three staff members were appointed as lecturers, not professors. Wealthy Tasmanians presented no rich bequests. The new university was partly financed by the liquidation of scholarships for able Tasmanians to study overseas. To bring learning to northern Tasmanians, the lecturers in Hobart were required to make long, uncomfortable and tedious journeys to Launceston. Their efforts were not always appreciated. There was much criticism of dead languages and

unpractical science, taught with 'haw, haw' accents. Who wanted to be harangued on advances in electricity! The House of Assembly, despite the presence of Andrew Inglis Clark, famous for his work on the Australian constitution, could scarcely have been more reluctant to grant the most miserly funding.

The University nevertheless opened by conferring degrees in 1890. The first graduates were all *ad eundem* from other institutions. Teaching finally got underway in 1893 to less than a dozen students. An attempt to avoid the charge of impracticability with a mining school on the west coast proved a sad failure. The immediate admission, long before Oxford and Cambridge, of women to degrees was criticised. If females were students, opponents declared, the university could not be a serious institution. The institution had hardly started when the House of Assembly tried to close it down by cutting back its scanty funds. Fortunately, the much maligned Legislative Council refused to acquiesce. The battle went on. Vice-Chancellor James Backhouse Walker defended the university and its ideals in a stream of pamphlets and letters to the press. He demonstrated that the new institution was no élitist white elephant but of vital importance to the general community. Not till the outbreak of the First World War was it certain that the University of Tasmania would survive.

Despite the continued threat to its existence, the University in its early years produced some notable scholars. Professor Alexander McAulay, as he eventually became, was miserably unhappy at his workload of miscellaneous duties and lack of equipment and time. Though compelled to beg the faculty of science for finance to buy a second-hand microscope, he nevertheless showed an amazing research fertility, becoming a world authority on subjects as diverse as elastic solids, electricity and magnetism, vortex atomic theory, and hydrodynamics. Nor was McAulay's work unpractical: he played an important role in establishing the Hydro-Electric Commission. His colleague Professor Jethro Brown proved equally up-to-date in his celebrated *New Democracy* of 1899, which analysed federation. Such authorities set an early precedent for the University of Tasmania's future internationally recognised scholarship.

According to the energetic Chancellor and Chief Justice of the 1950s, Sir John Morris, the university 'limped along' in acute poverty from the beginning of World War I to World War II. In 1914 there were 100 students sitting examinations, increasing only to 457 enrolments in 1939. Yet the institution still produced exceptional individuals such as the polymath Professor Morris Miller, who became the first academic vice-chancellor, 1933 to 1945. He achieved a restructure of the university, providing academics with a modicum of independence from external authorities.

After World War II a new era dawned for all Australian universities, enshrined in the Murray Report of 1957. Adequate university funding and academic freedom did not come without a struggle in Tasmania. A serious dispute between the University community and the Tasmanian government, over general conditions and the latter's reluctance to release federal funding for a new university, led to a royal commission. To the annoyance of the local establishment, ill at ease with the new assertive scholars from overseas or interstate, the commission's report generally endorsed staff complaints. But such success was partly overshadowed by the subsequent 1956 dismissal of Professor Sydney Orr, believed to have instigated the conflict in a passionate letter to the press in October 1954. Orr denied the charge that he had seduced a student. As the procedure which removed him fell short of due process, his cause was adopted by academics and churchmen, inside and outside Tasmania. After nearly a decade of conflict, a compromise gave the University of Tasmania the



strongest tenure provisions in the country, but the struggle set back the institution's reputation.

By the 1970s and 1980s, with the University settled on a smart new campus in Sandy Bay and memories of the Orr case and royal commission fading, it appeared that the institution had at last come into its own. Medical and Agricultural Schools were established; eminent scholars were appointed, staff and students won a good share of national and international awards, graduate Christopher Koch and student Richard Flanagan achieved world recognition as novelists, the latter in particular demonstrating that Tasmanian inspiration was not dependent on overseas residence.

At the end of the 1980s, as the University's centenary approached the Australian academic life was challenged by the fundamental changes effected by the Hawke Labor Government's education minister John Dawkins, who followed developments in other countries. These were reinforced by the Liberal Government of John Howard. Colleges of Advanced Education became universities or were amalgamated with them. When the University of Tasmania's centenary history was published in 1990 the revolution was in its early stages. The University had already absorbed the Hobart College of Advanced Education, and the final amalgamation with the Tasmanian State Institute of Technology was about to begin. Student numbers had risen to nearly 6000, double what they had been in the late 1960s.

The next quarter century saw an exponential growth of the University to 27,000 students on three campuses and a presence in Sydney. International students, now vital to tertiary finance, equalled the student total in the centenary year. New buildings and centres abounded. James Backhouse Walker, returning from the Elysian Fields, would have found in 1990 that his sickly but much-loved infant had reached a 'vigorous manhood', or more appropriately 'personhood'. Perhaps overawed by the magnificence of 2015 and happy to find the old building regained, he would feel that a 'venerated age' had at last arrived. But, sadly, he might still need to recycle his old letters and pamphlets to confront the cost cutting politicians of a new generation.

*About the author:* Emeritus Professor Richard Davis, MA, MLitt (Dublin), PhD (Otago), was an academic in the History Department, University of Tasmania, from 1967 to 1996. He is author of the University of Tasmania centennial history, *Open to Talent*.

## **Motto and Branding** *Arthur Sale*

### **Motto**

The University's motto has a very interesting story. A motto is not part of the University's Arms — who in the 13<sup>th</sup> century was going to read a motto on a waving overcoat when a horse and knight was thundering down on them in a battle to the death? Organizations choose mottos as they wish, and there is neither a registry nor any approval process. The University's motto is in Latin: '*INGENIIS PATVIT CAMPVS*'. The conventional English translation used in the University is 'The field lies open to talent', but read on...

The University of Tasmania's motto had been suggested by Lt-Col E H R Cruikshank, the University's first Registrar. Professor R L Dunbabin (Classics) preserved the suggestion and wrote in 1949 that Cruikshank may have been taken it from a dictionary of quotations. The text is a verse from the late Roman poet Claudian *c* 370 – 404 CE (some describe him as the



last great Roman poet) in his *Panegyric on the Consulship of Flavius Manlius Theodorus* (399 CE). Panegyrics are out of fashion, and are poems written to praise a person. They are perhaps a bit over the top for modern times; think of them like the eulogies for Gough Whitlam, except the subject is not yet dead and they are even more effusive. No matter, the University had stored the suggestion away, and when it tried to draw up its Arms, it added Lt-Col Cruikshank's suggestion as its motto. The Latin motto added prestige over parvenu universities, which were only beginning to be envisaged. Some of them have English mottos.

Claudian (Claudius Claudianus to give him his full name) was probably born in Alexandria, Egypt or at least grew up there; he wrote in Greek before shifting to Latin poetry when he came to Rome in 394 CE and eventually to Milan. He was granted the title of *VIR ILLUSTRIS* (living national treasure). His short Egyptian-topic poems are rather fun, like *Nilus* and *Crocodilus*. The relevant text in the poem we are interested in is *INGENIIS PATVIT CAMPVS*; the context is shown below. Note that a distinction between consonantal V and the vowel sound U had not yet appeared in the alphabet. Both of them were carved into stone or incised on wax tablets as 'V'. We might write in modern typography: *ingeniis patuit campus*. You can pronounce it as *ingenious patwit kampis* and not be too far wrong provided the 'g' is pronounced hard as in 'go'.

Word order does not matter in Latin as it does in English. The meaning is derived from the inflexions at the ends of the two nouns and the verb. The University's usual English translation is 'the field (*campus*) is open to (*patuit*) talent (*ingeniis*)' – the reverse order of the Latin; however this translation is fast and loose with the truth of the matter.

The relevant stanza is shown below. I have marked the phrase in **red bold italics**. For convenience the stanza is printed in lower-case letters (apart from capitalizing proper names) for easier reading by modern people unused to reading big blocks of upper case letters. Punctuation (including sentence breaks) are also a modern interpolation; they only came into common use in the West in the 14<sup>th</sup> and 15<sup>th</sup> century, though there had been some punctuation marks back at 400 CE.

nec dilata tuis Augusto iudice merces officiis, illumque habitum, quo iungitur aulae curia, qui socio proceres cum principe nectit, quem quater ipse gerit, perfecto detulit anno deposuitque suas te succedente curules. crescant virtutes fecundaque floreat aetas. **ingeniis patuit campus** certusque merenti stat favor: ornatur propriis industria donis. surgite sopitae, quas obruit ambitus, artes. nil licet invidiae, Stilicho dum prospicit orbi sidereusque gener. non hic violata curulis, turpia non Latios incestant nomina fastos; fortibus haec concessa viris solisque gerenda patribus et Romae numquam latura pudorem.

The original translation provided by Lt-Col Cruikshank's dictionary of quotations was 'There is a fair field for talent'. Other translations for these opaque words have appeared in official University literature, including 'The field is wide open to the talents' and 'There is plenty of room at the top', and even 'The battle of wits on the University campus is open to the talented ones'. However the stanza is translated by *Lacius Curtius* and *Martin Platnauer* (1976) as:

The Emperor has not been slow in rewarding thy merit. The robe that links Senate-house and palace, that unites nobles with their prince — the robe that he himself has four times worn, he hath at the year's end handed on to thee, and left his own curule chair that thou mightest follow him. Grow, ye virtues; be this an age of prosperity! **The path of**

*glory lies open to the wise*; merit is sure of its reward; industry dowered with the gifts it deserves. Arts, rise from the slumber into which depraved ambition had forced you! Envy cannot hold up her head while Stilicho and his godlike son-in-law direct the state. Here is no pollution of the consul's office, no shameful names disgrace Latin fasti [feasts]; here the consulship is an honour reserved for the brave, given only to senators, never a source of scandal to Rome's city.

Let's analyse the text a bit, without getting into the lurid stuff. Claudian was publicly praising his patron. Our phrase is probably about his military skills. Starting with *campus*, the subject of the phrase, the archetype is the *Campus Martialis*, a paddock just outside the Roman city walls where aristocratic youths went to practice military skills, such as sword play with the *gladius* and throwing the *pilum* (Roman javelin). *Campus* would have implied military prowess to both Manlius and Claudian. Later in English the word gained the context of a place of disputation, and thus developed into a university location and what we now call a university campus.

Next let's look at the other noun: *ingeniis* is the etymological source of 'genius', 'ingenuity' and 'engineer'. In Roman times it referred to innate (born) intelligence. All modern derivatives contain echoes of this heritage. Great generals had *ingeniis*; it had little to do with learning or training. You were born with it, or you didn't have it. This is not a particularly good look for a modern university. But, in Lt-Col Cruikshank's and Professor Dunbabin's time, universities were in fact very elitist organizations.

Finally the verb: *patuit*. An unfortunate aspect is that it is in the past tense (strictly the perfect active: 'opened to', 'was open to' or 'had been open to'). So Claudian was writing in effect that Manlius was to be praised for his military prowess in the past because of his innate superior intellect. Alternatively, the motto derived from Claudian's panegyric really seems to say 'your military prowess resulted from your superlative genes', when read in context. Hmm. Is this the message that the University of Tasmania wanted to send? Obviously not. No matter, most people cannot read Latin.

In our twisting of the text to adapt to English meaning shifts and the university translation, the field is converted from a paddock or military training ground to a 'mental discipline', and talent is understood to imply 'talent for learning'. The verb does not survive in English except as the word *patent*, and its tense is ignored. In recent years *Open to Talent* has been used as the name of the University's strategic plan, and the motto is translated at 'The field is open to talent'.

Professor Paul Weaver (Classics) delivered two graduation addresses on the motto, in 1977 and 1992. Tongue-in-cheek, in the first he proposed a radical translation which became legendary for a few years and often quoted as a sarcastic comment on the Sandy Bay architecture: 'The engineers (that includes the architects) have done their best with the University site.' Punning, Paul went on to say 'That is not patently obvious.'

## UTas

When I arrived at the University in 1974, people referred to it as 'the University' or 'the Uni', when they did not use the full name. When the University decided to produce an in-house magazine, mostly for staff, it became *Unitas*. The computer habit of capitalizing letters in the

middle of words had not yet appeared, and Uni+Tas = *unitas* had the additional appeal of being the Latin word for *unity*, a sort of insider pun. *Unitas* has not survived, though in its life it first acquired a capital T (*UniTas*), and later became *UniTAS*.

So where did UTAS come from? I regret to say that I might have been responsible. In 1980, I had just connected the University to the emergent Internet through the Computer Science Australian Network and we needed a name for the domain in which all our users had email addresses. Based on USA usage, this was usually a name (like *adelaide*, *griffith*), an acronym (like *anu* = Australian National University) or a U prefixing an abbreviation, hence U+Tas = *utas*. Almost all Australian universities followed one or other line (*usq*, *uwa*, *une*, *unsw*) with *unimelb* as a standout exception. It seemed to me that *utas* was nice and short – easy to type.

Had I had more courage, I might have gone for *itas* as an overlap of IT and TAS. This is the Latin ending for abstract nouns such as *auctoritas* (authority), *velocitas* (velocity), *celeritas* (speed or celerity) and *gravitas* (seriousness or gravity). You can see the -itas has morphed into -ity generally in English. All of these and others were the names of computers in the Department of Information Science.

The term remained safely in its computer box, usually in lower case because most computer users can't be bothered to press the shift key, and letter case is ignored anyway on the Internet, until its appearance in all caps and colour in the logo. Then it spread virally, and either UTAS or UTas is now the practically universal nickname for the University of Tasmania. The ubiquity of email addresses probably also helped its rapid adoption, and it won't stop quickly. Unfortunately, the capitalization is a result of people thinking it is an acronym.

### **Name**

It is a little-known fact that the founding University Act of 1889 gave the University the name of '*The University of Tasmania*'. The initial 'The' was dropped quite early and by 1901 the term 'University of Tasmania' was used; I have not been able to ascertain why. The present Act refers to it by that name. However, all the other five pre-WW2 universities in Australia retain the 'The', so for example '*The University of Sydney*' is that university's official name. Another four much newer universities have also adopted a preceding 'The'.

A second interesting quirk arises because the first three Australian universities were all named after cities, as is common in England and Scotland, and indeed in Europe generally. But Tasmania broke the mould, being named after the State, and in due time the remaining two pre-WW2 universities (WA and Qld) followed our example. Although state-naming is not uncommon in the USA, why did it happen here? It is difficult to discern at this distance in time, but one possible reason might be that Tasmania had a higher sense of statehood than NSW, Victoria or SA because it is an island. Also possibly, the University was from the start envisaged as the 'university for all of Tasmania', not just the capital city. The early professors were required to give Launceston classes. I myself gave my inaugural address in Hobart, Burnie and Launceston in 1975, and all three identical addresses (in print) were delivered slightly differently and received different responses. Or was it that some of our parliamentarians even in 1889 were not willing to accept a University of Hobart?

*About the author:* Emeritus Professor Arthur Sale, BScEng (Natal) cum laude, GradDipTechStud (PII), PhD (Natal), is Foundation Professor of Information Science (1974+) at the university of Tasmania. He was Chairman of the Professorial Board (about

1980 for two years) and Pro Vice-Chancellor (1993-99). Occasionally acting Vice-Chancellor, he delivered nine different graduation addresses (a record, apart from the Chancellor who says the same thing each ceremony).

## **Heraldry and Logos: Arms and Badges and the Tasmanian Lion *Arthur Sale***

### **Arms and badges**

*The University of Tasmania* was founded in 1890, and initially used the oval/lozenge badge of the *Tasmanian Council for Education* which it replaced. The TCE was established in 1859 to set examinations and standards for high school scholarships, matriculation, and two scholarships tenable at British universities. The TCE badge was used until 1901. The Common Seal was redesigned in 1901 at a cost of £3 to differentiate the University from the TCE as shown in Figure 1. Note the motto on the book is *Floreat Tasmania* (May Tasmania Prosper).



Figure 1 - TUU badge, similar to the University badge

The seals were not used as logos, but rather to seal important legal documents. As late as 1951, testamurs had no logo. There were several suggestions that the University should have Arms (1897, 1899, 1916) but they came to nothing until April 1936, when a committee was established to produce action. In November 1936 the University Council authorized the Registrar, Mr AS Preshaw, to run a competition to produce a draft set of Arms for a prize of 5 guineas (£5 5s 0d). He issued the notice, 47 designs were submitted, and in due course Mr Egbert Holder Harry BA, BCom, an alumnus living in Launceston, was awarded the prize for the winning entry.

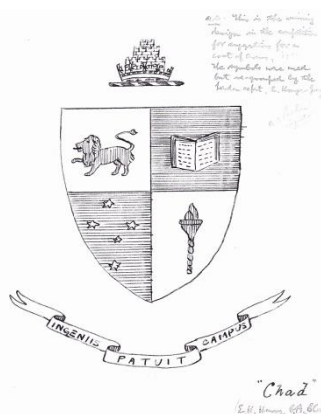


Figure 2 - The winning entry sketch

Mr Harry's entry included four elements of the current Arms, placed in quarters. These are his descriptions of the quarters and an abandoned crest. Note that *Gules* = red, *Or* = gold or yellow, *Argent* = silver or white, and *Azure* = blue, all words derived from Old French.

- A lion passant *Gules* in a field *Argent* (the Tasmanian Badge).
- An open book *Or* in a field *Azure* (representing the academic side of University activity).
- The Southern Cross *Or* in a field *Azure* (representative of Australia).
- A Torch *Gules* in a field *Argent* (representing the athletic side of University activity).
- [*Crest*] A castle rising from a crown (*Or*), signifying the royal charter held by the University.

While the entry was the winner, the committee and the Registrar were not impressed. On behalf of the committee, Mr Preshaw had asked the Australian High Commission in the UK what it would cost to register the arms, and on receiving the price of £130, the University balked. An artist who had worked on commission for the College of Arms and the Royal Mint, Mr E Kruger Gray, was recommended by the University of Western Australia, and commissioned by the Council (£40) to draw up Arms for the University that were appropriate and conformed to the College's requirements, without actually registering them. This was of course an illegal assumption of Arms and the result was not completely successful. The Registrar wrote that the crest in Mr Harry's sketch was not approved, and changed the two Us in the motto to Vs since the Latin alphabet used the letter V to stand for both vowel and consonantal sounds, and he re-interpreted the torch as 'carrying on the traditions of scholarship through the centuries'.

Mr Gray duly drew up a design for the University, and commented that he had to vary the concept from its quartering to comply with the rules of heraldry. He placed two closed books in a Chief (top one-third) on either side of the Southern Cross. Interestingly, the University of Tasmania is the only one in Australia that has closed books (actually clasped shut) in its Arms. Many other Australian universities have books on their Arms or logo but they are shown as open. When asked about this, the Registrar responded that Cambridge had one and Oxford the other, and in any case a closed book emphasized the preservation of knowledge, while an open book emphasized its transmission. Either was appropriate.

Kruger Gray also gave the lion prominence on the shield, holding its torch aloft. The torch is unique in the Arms of Australian universities, whereas at least five other universities display lions. However, the Royal Hobart Hospital has a lion with a torch in its Arms. The design Mr

Gray produced was faithfully reproduced by the University of Tasmania until the late 1970s. It can be seen on the graduation certificates of the era, which were pre-printed in full colour and the graduate's name written by a calligrapher. Interestingly the image continued to carry the initials of the artist 'K. G.' for a long time, even copied into completely new renditions, until I asked whether the University had permission to forge his signature on their art. The heraldic blazon, which is the textual description of the Arms, takes precedence over any and all pictorial representations, and any representation that conforms to the blazon is allowable.

Of course, up through the 1970s, the University's usual letterhead was pre-printed in monochrome; only official correspondence from the Vice-Chancellor or Chancellor could afford coloured printing. It carried a version of the Arms, using a conventional hatching scheme for representing coloured Arms in black and white. My own department, which of course was more tech-savvy than the University generally, began to use a simplified form of the Arms. Later we also printed the letterhead on the fly with a dot-matrix or still later a laser printer.

When Professor Alec Lazenby became Vice-Chancellor he decided to revise the University's image and introduced what became known as the 'capsized yacht' logo, discussed later. About this time I developed the following theory, based on experiences with Vice-Chancellors George Cartland, David Caro and Alec Lazenby: *Every new Vice-Chancellor of the University of Tasmania feels compelled to change the University's public image or logo.* This theory has been verified in the subsequent appointments of Vice-Chancellors Alan Gilbert, Don McNicol, Daryl Le Grew, and Peter Rathjen. I have been told I shouldn't have been surprized and this is just normal mammalian territory-marking.

### **The Tasmanian Lion**

I digress slightly. As an African-born person, it was always strange to me that the Badge of Tasmania was a red lion. Lions never roamed wild in Australia nor Antarctica, though they did in Europe and Asia a few thousand years ago, and still do in Africa and the Americas. However, it was a regal symbol, not least in England which has six of them on the Royal Standard, plus a seventh for Scotland. The Welsh prefer their dragon.

The Tasmanian Badge is a scruffy-looking male lion described in the blazon as a *lion passant* which means 'a lion walking past right to left looking straight ahead'. He has his right front paw raised at an awkward upward angle, most unlike a lion. To find out why, you might look at the Tasmanian Arms, granted by King George V on 21 May 1917. There you will see an escutcheon with a wheat sheaf representing agriculture, lightning flashes on a water background depicting hydro-electric power and industry, a ram representing animal husbandry, four golden apples for the Apple Isle, and a bunch of hops for making beer. The Lion is a crest (helm ornament) with its right front paw resting on a crossed pick and shovel representing Tasmania's mining industry, standing on a white and red wreath. When it migrated to the Badge, this Lion lost its pick and shovel and its wreath to stand on, and that's why it looks so off-balance. The Tasmanian supporters of the shield are thylacines (marsupials bounty-hunted at the time the Arms were granted), and the Latin motto means 'Fertility and Faithfulness'.



Figure 3 - Tasmanian Arms

The lion on the University's Arms is not the same one as that on the Tasmanian Arms. On the Tasmanian Arms it is described as a *Lion statant* (in other words standing still, which it would have to do to balance both the pick and shovel), whereas the University's lion is a *Lion passant* (in other words walking past and waving its torch). In the Tasmanian Badge (used since 1875, but only declared in 1975), the lion is *passant* (but looks even more standing still on the flag than it does in the Tasmanian Arms) and is outlined (fimbriated) in black. It's not exactly the University's lion either. Our lion is superior: it has evolved an opposable thumb to enable it to hold the torch, and it is intelligent enough to not worry about flames singeing its eyebrows.

## **Heraldry and Logos: The Grant of Arms and the Evolution of a Logo Arthur Sale**

### **The Grant of Arms**

The University's official Arms are granted by the College of Heraldry in the UK, actioned by Sir George Cartland (VC) at a cost of £780 in 1978, with the assistance of his friend the York Herald, Dr Conrad Swan. The heralds were the messengers of State in the Middle Ages, and their persons were sacrosanct even in the fiercest battle. Their status was signalled by a distinctive coat called a *tabard*, and they are still always rather prominent in British coronations, funerals, and royal weddings. The French herald Montjoy makes several appearances in Shakespeare's play *Henry V*, where he comes before the climactic battle of Agincourt to demand King Henry's surrender, and later to admit defeat and ask for a truce to tend the wounded. There is a specialized UK court (the Court of Chivalry) which hears cases of misuse of Arms or infringements.

The University's Grant of Arms is a splendid hand-lettered and painted document, bearing seals of the three principal English Kings of Arms (Garter, Clarenceaux, Norroy & Ulster). It contains an artistic representation of the Arms, but most important is the *blazon*.





Figure 4 - Part of the Grant of Arms

## Blazon

In heraldry, the picture of a shield and all the other bits are what people most remember. However, the most important part of a Grant of Arms is the *blazon*: the textual description of the Arms in a formal language with a mixture of Old French and English. Any representation of the Arms that conforms to the blazon is acceptable. The pretty painting on the Grant of Arms is just there for convenience to give the reader an idea of what it could look like. It is important to know this, because it gives a licence to the person owning the Arms to use it appropriately; to have it painted or printed in slightly different colours; to adapt it to fashionable trends; to choose a plump or a mangy lion; to use it in black-and-white or in a carving, and generally *use* the Arms as an identifying symbol, as they were intended.

The University's blazon is:

*Argent a Lion passant Gules armed and langued Azure holding in its dexter paw a Torch enflamed Proper on a Chief Gules a Pale Azure fimbriated Or charged with a representation of the Southern Cross Argent between two closed Books clasped Or.*

If I parse this using indentation to show its structure, it will be easier to turn it into English. Punctuation had not been invented by the time the language of heraldry became fixed.

Argent

a Lion passant Gules  
armed and langued Azure  
holding in its dexter paw a Torch enflamed Proper.

on a Chief Gules

a Pale Azure fimbriated Or  
charged with a representation of the Southern Cross Argent  
between two closed Books clasped Or.

Now let's turn this into an English description – what in computing we would call compiling it to an executable form. Note *Proper* = natural colouring.

The shield is white

with a red 'Lion passant' (walking in a traditional pose)  
with blue claws and a blue tongue (traditional for a red lion)  
bearing in its right front paw a flaming torch in natural colours  
and it carries a red horizontal band at the top



on which is a central blue vertical bar with a narrow gold border  
 bearing the main stars of the Southern Cross in white  
 between two gold Books closed and clasped, one either side

An interesting feature in the blazon is the narrow gold border either side of the blue pale. The pseudo-Arms that Kruger Gray had drawn in 1937 did not actually comply with heraldic rules, which specify that the two metals (Argent and Or = silver and gold) cannot be edge-adjacent, nor two tinctures (for example Azure and Gules = blue and red). Our unregistered Arms failed this latter test, so when the College of Heralds issued the University's Grant, they kept the look-and-feel of the unregistered original, but inserting a gold separating line. They also added the blue coloured claws and tongue, which are traditional for a red lion.



Figure 5 - The Arms originally on the University Centre (now replaced)

### Registration

On 15 September 1998, the University's name, the Arms, and the motto, were registered as *trade marks* in Australia. This was done so we could assert our legal right to these trading names and images under Australian legislation.

### Evolution of a logo

The pre-1974 pseudo-Arms used on the letterhead was monochrome, spidery and rather un-businesslike. I believe it was suggested by Professor Sam Carey, Geology. It was however heraldically correct in that it used traditional hatchings to indicate what the colours should be. Graduation certificates were however pretty spiffy, pre-printed in full colour and the graduate's name was hand lettered by a calligrapher. In recent years, the names have been computer printed.



Figure 6 – Hatched Arms with K.G. forgery (pre-Cartland)

During the Vice-Chancellorship of Professor David Caro, a simplified and bold design emerged. It was still based on the Arms, but pared down to exclude the motto. It could still be printed in monochrome (so it was cheaper to produce on letterhead and business cards) and still evoked the University image.



Figure 7 – Version of the Arms for monochrome printing (Caro)

When the next VC took up office, Professor Alec Lazenby, there was a push to abandon the Arms except for academic purposes like graduation certificates, and adopt a more modern logo. This produced a design which became known as the ‘capsized yacht’. It extracted the lion and its torch, and placed them on top of a triangle which roughly reflected the geographical shape of Tasmania, and added a negative (*ie* white) **T** superimposed. In case you do not get the message this is Tasmania three times over! The triangle with its white **T** reminded some of a capsized yacht. I put this moment as the birth of the idea of a UTas logo, separate from the Arms.



Figure 8 – Sinking yacht logo (Lazenby)

The capsized yacht got a lot of criticism, but it persisted with varying degrees of adoption. There was a lot of hoarded pre-logo letterhead around. The following VC (Professor Alan Gilbert) had more important matters to attend to, like amalgamating the TSIT with the University, and the image did not change much. However, he commissioned a new rendition of the Arms, and the artist duly produced a modernized version. In large this consisted in making the image look hand-drawn and imprecise, rather than the precision images of the past.

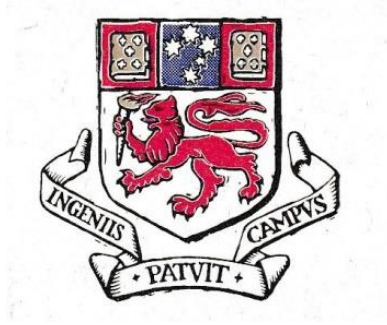


Figure 9 - Fuzzy Arms (Gilbert)

The next step was due to VC Don McNicol who decided to undertake a return to the correct Arms.



Figure 10 – Actually correct Arms (McNicol)

McNicol later also commissioned a simple logo. Again this featured the lion and his torch, because both the lion and the colour red were considered to have special appeal to Chinese students – the lion because of its strength, and because the colour red is auspicious in Chinese culture. These were represented on top of a bar to give the lion something to stand on. A Visual Standards Manual was also produced for the first time, and the use of school logos began to be discouraged. The University began to adopt a branding theme; indeed *branding* was a term widely used at the time.



Figure 11 - Recent branding logo in red and black (McNicol and Le Grew)

Daryl Le Grew then took up the Vice-Chancellorship, and duly the University changed again and the bar moved under the UTAS. The Visual Standards Manual grew to three volumes, and the logo was used everywhere. The Arms became confined to official purposes like graduation certificates, lecterns, and the University Centre.

During this period, the lion and his torch also became a shadow/partial image permeating the University's official literature, as a consequence of the issue of second volume of the Visual Standards Manual. This has become part of the University's general theme.



Figure 12 – Shadow image (Le Grew)

With VC Peter Rathjen, the branding has taken a new step. The ‘public logo’ is becoming ubiquitous, and UTAS is being replaced by UNIVERSITY of TASMANIA. Personally I think this a forlorn hope given that young people value short Internet usages much higher than quaint long phrases, and use them more. All buildings are being rebranded, and all signage. The Arms (and even the curiously named ‘regal logo’) are difficult to find. Indeed an accurate representation of the Arms probably survives publicly now only in one place in the University. The regal logo is *not* the University’s Arms, but rather an artistic impression roughly related to them. It differs in at least three required features: the gold border to the blue pale is omitted; the lion’s tongue has been changed to red and its claws black; and the image is saturated with unnecessary black outlining except for the stars of the Southern Cross. The public logo is what it purports to be: a logo; the Thinker’s Triangle is an even lesser object being malleable, or should I write customizable? As such, it cannot be registered as a trademark.



UNIVERSITY  
OF TASMANIA

Figure 13 – Current ‘regal logo’ (Rathjen)



Figure 14 – Current ‘public logo’ (Rathjen)



Figure 15 – Example of a Thinker’s Triangle (Rathjen)

Perhaps before I finish this story, I should write that several features of our Arms/logos have no justification other than we’ve done it this way before and no-one has challenged them: we show five stars of the Southern Cross down to the dim  $\epsilon$  *Crucis*, but the brightest four would be adequate; the embossed lozenges on the book covers are just a cute decoration and could be different or omitted; the lion is distorted by squashing him into the bottom  $\frac{2}{3}$  of the pointy end of the escutcheon with a too-long right rear leg; and the shape of the motto scroll (when used) has not deviated from Mr Gray’s design though it has lost two asterisks. The map of

Tasmania is only like the Thinker's Triangle if you squint very hard. What tack will the next Vice-Chancellor take? Restore the 'The' in front of 'University'? Redraw the lion more lifelike? Make the flame behave normally? Animate the logo? Use a more accurate map of Tasmania? Who knows...

Perhaps one might speculate a little? Let's modernize totally. Replace the books by Kindles or iPads since paper books are obsolescent. Since few in Tasmania know what a lion looks like, replace it by a Tasmanian Devil in the same pose, and just to be eco-friendly let's have it holding an energy-efficient LED inspection lamp aloft.

*About the author:* Emeritus Professor Arthur Sale, BScEng (Natal) cum laude, GradDipTechStud (PII), PhD (Natal), is Foundation Professor of Information Science (1974+) at the University of Tasmania. He was Chairman of the Professorial Board (about 1980 for two years) and Pro Vice-Chancellor (1993-99). Occasionally acting Vice-Chancellor, he delivered nine different graduation addresses (a record, apart from the Chancellor who says the same thing each ceremony).

### **The Influence of Information and Communications Technology (ICT) at the University of Tasmania 1970s to the Internet *Arthur Sale***

I don't think many people realize just how ICT has helped shape the modern University of Tasmania.

The Elliott 503, the University's main computer from 1964 to 1975 (when it was replaced with a Burroughs B6700), was jointly owned with the Hydro-Electric Commission. It was mainly used by Physics staff, with some usage in Chemistry, for research. But one of the important contributions it made to the University was to run a student record system. The student numbers started with the last two digits of the year they first enrolled (for example 1974 = 74xxxx, and 00xxxx was reserved for historical records. This eventually gave rise to a minor problem when the new millennium started (the Y2K hysteries) because 00 was then needed as a year number, not envisaged four decades before.

Subjects (or units) were given a code like SIS100G, where the first letter denoted the Faculty, the next two identified the offering Department, the first number was the year level and the next two simply allocated in numeric order. The last character was a check digit, so that any single mistyping would be detected. I clearly remember flying back to Sydney from the interview for the Chair, bored on the two-hour flight, but armed with a subject guide and working out the probable mathematics of the check digit. Without going into detail, the first three characters and the digits were converted to a number  $n$ , and the last character was chosen from an alphabet of 23 characters, being the remainder of dividing  $n$  by 23. Why 23? Well the letters I, O and Q were deleted from the 26 letter alphabet because there were considered confusable with 1 and 0 when handwritten or printed, and 23 is relatively prime to (has no common factors with)  $26 = 2 \times 13$ .

When I later submitted my first subjects for approval, of course I gave them codes (like SIS100G) and was rebuked by an administrator. 'You don't specify the last character', I was told, 'We do.' However the letter was indeed G. From such small things reputations grow...

In 1974 the Elliott was on its last gasp, and one of the first things that I was asked to take on when I arrived was to Chair the Computing Policy Committee to plan the way forward. We have no equivalent in 2013. Though I was appointed as Foundation Professor of Information Science, I found myself immediately catapulted into the position of de facto Director of the Computing Centre.

The challenge was to maintain the very aged joint enterprise with the Hydro-Electric Commission, while getting the University established with its own facilities. When it had bought the Elliott 503, the University was in the forefront of technology, but by 1974 it was woefully out of date. This is not untypical of the University of Tasmania; its attention span is often short.

One of my first tasks as Chair of the Committee was to review the contract the University had signed with Burroughs Corporation for a B6700 computer, which was no problem. However, the University had not addressed transitioning from its archaic European paper-tape data entry system, though it had been persuaded to buy a line-printer (the all-capitals type common then). I decided to tweak the contract so that all data-entry to the new computer was time-shared on-line through terminals. We would buy no card punches, and thus the University skipped a whole generation on technology, putting it again at the cutting edge. This decision also meant that the University would need to be wired to support the time-shared terminals, and this turned out to be a key decision, driving a networking push throughout the University. Also on the upside was the avoidance of rooms filled with banks of card punches, and the staff to maintain these cranky pieces of equipment liable to jam at any moment.

I also thought that the power of the upper-case and letters only line-printer was inadequate for academic use, though acceptable for administrative functions. I pressed for the University to buy a dot-matrix printer capable of printing upper and lower case letters at high speed, as well as being able to render monochrome images and plots. To achieve this at acceptable cost required the use of heat-sensitive paper. Unfortunately for me, this was a mistake. I was too far ahead of the times. It was only 1975 and the world (and the University) was not ready to handle mixed cases and graphic output from computers. The printer was little used because of the cost of the paper, and the Director of the Computing Centre delighted in reminding me that I had made a wrong decision there! Now of course every mobile device from iPads to Windows PCs uses pixel displays on the fly, and colour as well. Sigh. Sometimes one can make a mistake just by being too early.

### **Computer Laboratories**

Another major step that the University of Tasmania took was to be the very first university in Australia to establish a computer laboratory, now ubiquitous. This was so innovative as to be unacceptable to the University so it was funded from profits from the Department's software. In 1979 I had been invited to the University of California at San Diego to address a workshop on my software expertise, and I had seen a computer with a mouse, running in the Department there. On my return I determined to improve on this, and we established a computer lab to teach the high-level programming language Pascal using the newly released Apple II computers.

The effect was electric. Computers had been remote objects which few used. The model had been one person interacting with one computer (but only a few were allowed to do so). The Burroughs had brought computing to the proletariat through timesharing (part of a shared computer all the time was better than nothing most of the time). However, universities would not waste much scarce computer time on trivia like word processing, or student exercises. The labs bypassed all that, all the way to one person-one computer. This was radical stuff. It was copied, not least by the Department of Psychology and future Vice-Chancellor Don McNicol.

To realize what this meant, you need to realize what computing was in the late 1970s. People wrote programs (what the modern generation call apps and download, don't write), typed them up on some media, and submitted them for running. A day later, or more, you could pick up the result - often a fault message (just one message usually even if there were many faults) or absurd results. Suddenly with computer labs, students could write a program and within seconds or at most minutes see if it was unacceptable, or see the results.

Computer labs became common. Students demanded them. After-hours access was requested and supplied. However, by 2014, computer labs are reaching the point of obsolescence, something I suggested would happen ten years earlier. Most students now have their own computer access. To a substantial extent students need a power point to charge their laptop or tablet, and access to the University network, while on campus. So what is the enduring utility of computer labs? One of them is to provide access to computer software, or specialist hardware, that a student's own computers cannot afford. Examples are CAD (Computer-Aided Design) commonly used in engineering and architecture (needs software subscriptions and big screens), and software to compile computer programs in computer science teaching (needs specialist software). The other reason is simply convenience. Sitting down to use a computer is still slightly easier than getting your own out of your pocket or backpack. This will change and the signs are quite evident already. I read my newspaper online rather than in paper. More and more learning is taking place off-campus, or on platforms where the programs are stored 'in the cloud', a term used to mean 'somewhere on the Internet and don't worry about where'.

### **Apple Consortium**

One significant event took place by accident. As I wrote earlier, I had established a computer lab of Apple II computers, and the University had come to the attention of the Apple computer company. As luck would have it, I had to go to a meeting in Brisbane, and on the day I was to fly home, Apple were holding a launch in Sydney of a secret product and invited me. I decided to stop over and watch it. It was the legendary launch of the Apple Macintosh, or Mac for short. There was also an offer to set up an Apple-University Consortium (AUC) with Australian universities.

I was convinced, and flew back to Hobart to see the Vice-Chancellor the next day to convince him that we should join this AUC. To do this we needed to find \$10,000 which would give us two Apple Lisa machines (the Mac's big-sister predecessor) and three Macs when they became available. I offered to pay this from departmental funds, if the University would sign up to AUC. Amazingly, the Vice-Chancellor agreed, and we became the second university in

Australia to join. Wollongong University had beaten us by half a day because they did not have to fly back to Hobart.

The AUC has proved to be a major benefit to the University, with timely access to technological advances, interaction in annual conferences, scholarships and the like. The University did not turn its back on Intel-based PCs (which used to be called IBM PCs) and Microsoft, but there was always a strong competitor hovering around to show people there was another way. The computing services section also had to develop a tolerance for and appropriate access for Apple technology, and were never led down the dead-end path of being a uniform Windows-Intel environment. Today with iPhones and iPads, the wisdom of this is apparent, though some doubted it.

### **Email and the Internet**

With profits from the sale of its software, the Department of Information Science bought a computer to run the operating system Unix around 1980. One of the purposes of this was to enable it to tap into the emerging network based on the USA's ARPANet (Advanced Research Projects Administration Network). This enabled the staff of the department to use email globally, and we let anyone else use the facility if they wanted to. A small number of people in other departments did, and the University was started on its way into the Internet era, 35 years ago and twenty years before the general public discovered email.

The process was tortuous. An email sent from Hobart would be stored on the local Unix computer, and then late at night when the STD charges were low, our computer would make a phone call to another in Melbourne and transmit all our emails to it at about 10 kB/s. At the same time, it would also ask for all mail intended for Hobart to be sent to it. When both were finished, it would terminate the call. The Melbourne computer would then send our emails on to Sydney, and Sydney would transmit them via a satellite dish to a communications satellite (ALOHA) over Hawai'i, from where they were transmitted to a computer in California, and we were into ARPANet and thence to North America and via another satellite to Europe. Responses came back the same way. We got a day turnaround on emails, but that was better than the post! And it cost us very little as the satellite link was free: the ALOHA satellite had run low on steering gas and been offered with no guarantees for universities to play with for free.

Email traffic grew, and the Association of Australian Professors of Computer Science set up an Australian network (ACSNet) for all university computing departments but threw its use open to others. Eventually, the ARPANET morphed into the early Internet, the ACSNet became nationally funded and was renamed AARNet (Australian Academic Research Network), and later split off the non-university traffic it attracted to commercial enterprises like Telstra which suddenly became interested in the Internet. The early Internet mainly carried email traffic, or used the file transfer services ftp and gopher. The World Wide Web was then invented. The first website went live in December 1991 and the public discovered the Internet.



## **The Influence of Information and Communications Technology (ICT) at the University of Tasmania from 1991 *Arthur Sale***

### **Unifying email addresses**

Back at the University of Tasmania, most academics had email addresses by 1993, but not all. Some general staff had email addresses, but relatively few. The email addresses were all idiosyncratic. All lived in the 'utas.edu.au' domain, but some included a machine name (like botanyguy@eucalyptus.utas.edu.au); some included a department name (like Philip@iasos.utas.edu.au). A majority had weird prefix names (like isis, gameboy, superman, etc). Email addresses were a mess. I made the decision that every employee of the University and every student would have an email address assigned to them on being employed or enrolling. It would not change subsequently. None of the public addresses would include extraneous data like machine names or department names because that would require frequent change; the University, like all in Australia, was small enough to dispense with that. We could route the email to the desired place simply by looking up a database. Names would in general be either Firstname.Lastname or Initials.Lastname. Easy to remember for people wanting to contact someone in UTas, and they did not even need to know what departmental name (or its abbreviation) their correspondent used! This was a massive boon for administrative staff as they frequently moved between departments, and for academics and the IT Services section when departments merged or changed names, which was by now quite frequent. In future, all names would be simply of the form John.Doe@utas.edu.au. We analysed the names of all University employees, and there were only ten cases where names needed individual tweaking, for example one might be Rob.Jones and another Robert.Jones, a third Bob.Jones and a fourth R.B.Jones). We allowed for people with Asian names, where the family name was first, to be accommodated.

An instant storm erupted. I was accused of destroying the identity of departments. Alternatively, I was imposing an unnecessary and huge burden of informing their correspondents of their new addresses. The administrative staff members were supportive, but silent. I informed everyone that the old addresses would continue to operate, so there was no extra work. I pointed out when their department or machine name had last changed (usually only a few years ago). I was confident that over time the change would be accepted and so it was. Other Australian universities adopted it quickly, and ten years after the event one of the main previous opponents come to me and admitted that he was wrong.

It is this innovation that now allows the University to grant a lifetime email address to all alumni and staff. It also enabled the University to use the email address and password as its online 'identity' for access to restricted resources such as its databases and library resources.

### **Electronic voting**

We had long used a computer program to count votes in University elections for committee, Senate, and Council positions, but as everyone came online, the University adopted electronic voting universally from about 1995. The States and the Commonwealth still have not dipped their toes into this particular pool after 20 years of leadership by the University of Tasmania. Indeed they still think Internet elections to be unsafe. This is hard to credit or understand.

### **Telephones**

I applied the same strategy to the internal telephone network. At the time, each part of the University had a separate telephone exchange, many with a switchboard operator. Contacting

someone at another site (even the Clinical School in Hobart from Sandy Bay) was a cumbersome operation involving dialling the switchboard or a separate exchange. The Launceston campus was even more difficult to contact because of STD charges. I decided that all sections of the University of Tasmania would be a single entity. Everyone would have a unique 4-digit extension number, and anyone could be contacted across the University's exchanges without Telstra costs and without charge using it. We bought the necessary blocks of telephone numbers from Telstra to reserve them for expansion. Bingo! One University on the telephone.

### **Broadband Network**

However, both these strategies implied the University operate as a single networked identity. By 1990 the Sandy Bay campus had been wired with a comprehensive fibre optic network, providing NBN-like capacity around that campus. A route was chosen for the fibre-optic cables to visit every building, providing fibre-to-the-premises, some 20+ years before the NBN was thought of. Only two of the twenty fibres we installed were used. Even today, each building contains a secured cupboard where the fibre is connected to in-building Ethernet services. We have probably still not exhausted its capacity.

So, following amalgamation, the first priority was to repeat the fibre installation around the Launceston campus, and to connect the two campus networks, through a lower speed connexion, however making the network look seamless to the user. This enabled the email unification and the telephone unification mentioned earlier and contributed in no small manner to making the amalgamation of the old University and the TSIT irreversible, contributing to unification. We also offered services to the AMC, probably helping in the eventual amalgamation.

Over time we had to turn our attention to the inter-campus links, which were consuming increasingly huge Telstra charges. When we began to investigate, Telstra suggested that all we needed was 600 kb/s between Hobart and Launceston, and it could be increased in the unlikely event that the traffic increased. Our analysis however showed that the data traffic (mainly due to administrative computers, but also the Internet) was about to double in two years, but clearly looming was a much larger video traffic both across the Internet, and for video teaching and video-conferencing. We decided that our optimum solution was to install a microwave link which reached Hobart to Launceston in five hops (to a mast on Mount Nelson, thence up the Midlands through mountain tops near Brighton and Oatlands to Riverside and into Newnham), thence on to Burnie in another five (up the Tamar to the Asbestos Range in two hops, thence a long hop across the sea to Round Hill, and down into the Cradle Coast campus at the bottom of a valley). This was at the time the longest privately owned microwave network in Australia and ran at 34 Mb/s (upgradeable to 56 Mb/s). We also installed direct inner-city microwave links to the Conservatorium of Music, RHH/Clinical School, the School of Arts, the LGH, and the Inveresk precinct. This network survived for many years, and was a major benefit to making the new University's multiple campuses workable. The University became an electronic community, and the cost of its expensive multi-campus nature was greatly reduced. This came even more apparent as video meetings and teaching expanded.

### **WiFi Hotspots**

In 2001, it seemed that WiFi was going to be a major contributor to networking, and a report was produced suggesting how the University might become a big WiFi hotspot. It suggested

taking the Newnham campus as a trial site, being smaller than the Sandy Bay campus, with 40 wireless routers costing less than \$1M. The report suggested all the things the University has now adopted, but alas this is a bad news story. The University ignored the report, maybe because computing had become a commodity ho-hum in the minds of bureaucrats. Nothing happened for many years, because the IT infrastructure had been taken out of academic hands and put in the control of administrators. We lost the opportunity to keep up as a leading edge ICT University, and became (and remain) one of the conservative run-of-the-mill institutions. However, UConnect now reaches many places on the campus, so we have not gone backwards: we just have not won what we should have.

## **Library**

Parallel to all of this is the Library. When I arrived, the University Library embraced me with open arms. The thought ‘perhaps I would help get them a computer for the Library catalogue’, and clearly I should be on the Library Committee. Shortly thereafter I became its Chair. Few probably remember the horrors of the card catalogue that the University used to have, and even fewer probably remember the difficulty of the transition to an online catalogue. However, eventually we did get a computer and a computerized catalogue though it took at least a decade to retire the card catalogue. This was compounded by the Library having classified some books under the Bliss scheme (I joke not) and some under the Library of Congress scheme (LC).

When the TSIT joined the University, we also had their Dewey classification to deal with. We decided to catalogue both in each database record. All these catalogues had to be typed in and entered in the database, but again, they contributed to unification. How could anyone untangle such a situation without millions of dollars? Once again, ICT helped unify the University.

We set about amalgamating the libraries in Hobart and the one in Launceston. Launceston was given a special grant to bring it up to university standard. Eventually we created an indissoluble library, where everyone in the State had the same access to library materials as anyone else. Maybe there might be a delay, but that was not unexpected, nor is it now. That wasn’t the end of my involvement with the Library; I have the distinction of being a University Librarian of the University. However, the story of my Library involvement is complex and needs separate elaboration.

One of the most significant changes turned out to be the creation of a free Document Delivery service for research articles, for which VC Don McNicol gave a special grant. Any journal article requested by a staff member would be sourced and delivered electronically (without charge) to the researcher that was prepared to authorize the request. This transformed the Library and research in ways not fully foreseen at the time and the Library adapted. Nowadays, few academics visit libraries to browse. Libraries have become online entities, with the building transformed to largely collection points, coffee-shops and rain shelters. In this we were well ahead of the pack and I think we continue to be, well ahead of universities in the Australia, USA and the UK.

## **Future**

Where does the University go from here? It seems to have been less predictive in the major area of ICT for the last decade, rather tending to be conservative, safe, cheap, and back office.

Trends needing attention are the eventual death of computer labs, ubiquity of computing resources, freedom of academic staff to innovate, stopping the one size fits all trend and replacing it with an innovative environment, a boring website lacking interesting features, and acceptance of a totally connected society.

*About the author:* Emeritus Professor Arthur Sale, BScEng (Natal) cum laude, GradDipTechStud (PII), PhD (Natal), is Foundation Professor of Information Science (1974+) at the university of Tasmania. He was Chairman of the Professorial Board (about 1980 for two years) and Pro Vice-Chancellor (1993-99). Occasionally acting Vice-Chancellor, he delivered nine different graduation addresses (a record, apart from the Chancellor who says the same thing each ceremony).

## Disciplines

### **Aboriginal Tasmania at the University of Tasmania** *Clair Andersen, Maggie Walter, and Patsy Cameron*

The University's 125<sup>th</sup> anniversary coincides with the 30<sup>th</sup> anniversary of formal University engagement with Tasmanian Aboriginal higher educational needs and aspirations. In 1985 June Sculthorpe was appointed as an Aboriginal Tutor Counsellor, the first Aboriginal higher education position at the University and, in 1986, the first Aboriginal bridging pathway course was developed and delivered by Clair Andersen. The 1991 amalgamation of the Tasmanian State Institute of Technology (TSIT) and the University of Tasmania was the catalyst for further developments. The TSIT had its own Aboriginal Education Unit (AEU) in 1986 with the development and delivery of its Bridging Course introduced in second semester 1987. Initially two elective units from the University of South Australia were offered to Education and Humanity students. In 1989, under the leadership of internationally renowned Tasmanian Aboriginal scholar Dr Errol West, the AEU became the Centre for Aboriginal Research and Education (CARE) and the first Tasmanian focused Aboriginal Studies units were developed.

With the emergence of the new University of Tasmania the two individual programs were transformed into a new entity, the Riawunna Centre for Aboriginal Education. Riawunna had a physical presence on the University's Newnham and Sandy Bay Campuses, and later at the Cradle Coast Campus in Burnie. In 1991, Patsy Cameron was appointed the Centre's trainee director in the north and, in the south, Riawunna was directed by Greg Lehman. The creation of Riawunna was celebrated with the refurbishment of a large designated building and community space on the Newnham Campus, opened in April 1992 by Vice Chancellor Alan Gilbert and three Elders, Auntie Molly Mallet, Auntie Ida West and Auntie Clyda Mansell. The current Riawunna building and surrounding cultural gardens were built in 2000. Positioned at the gateway to the Newnham campus they signified the importance of Aboriginal higher education at the University of Tasmania.

The word Riawunna comes from the language of the South East nation clans people of Bruny Island, Tasmania (Plomley 1976: 183) and can be translated to mean circle. This naming is reflective of Aboriginal cultural, spiritual and historical values. Circles are integral to ceremonial expressions of Aboriginal Tasmania and represent traditions dating back over

40,000 years. In the present time circles remain culturally and spiritually important in the artistic expressions of Aboriginal identity and values. The Riawunna logo which comprises seven circles arcing across two larger concentric circles replicate an ancient rock engraving found at Sundown Point on the North West coast. This logo symbolises the continuity of education and knowledge, kinship, cultural and spiritual togetherness and a dynamic sense of community as the circle links our present to the past and the future.

The functions of Riawunna grew from 1991. Aboriginal Studies was introduced as a major in 1992 within the Bachelor of Arts, Indigenous Tutorial Assistance Scheme (ITAS) services provided students with valuable academic tuition and the Murina program progressed from a bridging course to provide a culturally appropriate educational pathway for Aboriginal Tasmanians to enter higher education. Community involvement was enhanced with the appointment of Artist, Writer and Elder in Residence at the University. Aunty Molly Mallett, the first Writer in Residence, was appointed to the Newnham Campus in 2000. Other residence holders included Aunty Dulcie Greeno, Aunty Muriel Maynard, Aunty Alma Stackhouse and Aunty Phyllis Pitchford and Uncle Murray Everett. Aunty Molly was awarded an honorary Doctorate of Letters in 2001 in recognition of the enormous contribution she made to Aboriginal education over many years at the University.

The creation of Riawunna as the University's Centre of Aboriginal Education escalated Aboriginal participation in higher education. Riawunna's stated goal was, and remains 'to achieve equity in higher education for Aboriginal people by the provision of specific services and effective enabling courses for Aboriginal students' (1995). Riawunna's role was, and is, also to provide a place of nurturing for the academic aspirations of Aboriginal students and community. At Riawunna access to tutoring and to support staff in a culturally safe and supportive environment are combined with the essential dedicated Aboriginal space for students and community within the University.

Over the past 30 years many notable Aboriginal Tasmanians have worked or volunteered their skills and experience to Aboriginal education at the University. Aboriginal Directors at Riawunna have included – Errol West, Greg Lehman, Patsy Cameron, Alan Sambono and Clair Andersen. Other staff include: Vanessa Greeno, Deb Brown, Lola Greeno, Lyell Wilson, Tanya Harper, Ann Sharman, Vicki Matson-Green, Caroline Spotswood, Sharon Dennis, Jennifer Sabbioni, Jennifer Houston, Jo James, Judith-Rose Thomas, Sammy Howard, June Brown, Nardia Saunders, Meegan Davy and Norm Sheehan. 2014 staff include: Jaime Cave, Tanya Harper, Geoff Mclean, Terry Cox, Todd Sculthorpe, Becky Hollis, Jacinta Vanderfeen, Marcia Humble, Mikayla Schleich, Tanya Wells, Erin Nicholls and Amanda Littlechild.

Those who have dedicated themselves to Aboriginal higher education through participation in advisory committees include: Louise Maynard, Vicki Matson – Green, Jim Everett, Karen Brown, June Brown, Ros Langford, Ruth Langford, Caroline Spotswood, Tarni Matson, Jennie Gorringer, Lola Greeno, Audrey Frost, Sonia Brown, Patsy Cameron, Greg Lehman, Tracey Currie, Nola Hooper, Lois Triffet, Rodney Gibbins, Adam Sharman and Yvonne Kopper.

The success of Riawunna is evident in the rising level of Aboriginal enrolments at the University of Tasmania since its inception. The numbers of Tasmanian Aboriginal students have progressively increased from 160 in 1993, to 462 in 2014. The introduction of Riawunna bursaries and scholarships in 2000 has assisted more than 30 students with their studies, while the Indigenous Tutorial Assistance Scheme (ITAS) continues to support some 50 students each year.

In its 125<sup>th</sup> year, Aboriginal engagement at the University of Tasmania continues to develop. Aboriginal Studies moved to the Faculty of Arts in 2013 allowing Riawunna to concentrate on support services for students and community. In 2014 there are two Elder positions on each of the University's campuses, to provide cultural support and advice to Aboriginal students and staff as well as foster connections between the University and Aboriginal Communities in which they live in order to improve recruitment of and outcomes for Aboriginal students.

Other changes include the appointment of Clair Andersen as the Aboriginal Higher Education Advisor, and Maggie Walter as the inaugural Pro-Vice Chancellor Aboriginal Research and Leadership, tasked with building a vibrant Aboriginal intellectual presence across the University's three foci, community, research and students.

*About the author:* Maggie Walter is Professor of Sociology and also the inaugural Pro Vice-Chancellor of Aboriginal Research and Leadership at the University. She was employed in Riawunna 2002-2004 as a lecturer in Aboriginal Studies.

### **Agricultural Science   *Bob Menary***

The Murray Committee in 1957 recommended the establishment of Agricultural Science at the University of Tasmania. Professor George Wade was appointed to the Chair in 1962 and the first students were enrolled in 1963. For the first year or so George and three colleagues had to teach across all disciplines and students recall that it was great for them and staff to be learning together. Over the next few years, staff were appointed in the disciplines of microbiology, agronomy, soil science, animal production, horticultural science and finally in entomology.

The course was based on physical and biological sciences with a blend of economics and management. Past students in senior positions give credit to the breadth of the course in science and technology as a foundation on which they have built and supported successful careers in agribusiness and research. As one student pointed out, 'the culture of the learning environment was dominated by togetherness with a good mixture of demonstration, participation, problem solving and social interaction'. They have gone on to occupy positions in business, government and universities on the national and international stage. Who would believe that our graduates would be in charge of water quality in the US, be designing new products for a multinational Food Company in Paris, be Divisional Chiefs of CSIRO Forestry and Viticulture or CEO's of major Agricultural Service Companies and Agricultural Business Enterprises or Professors of Agriculture here and overseas?

The School of Agricultural has some milestones that are unique to the university.

- The university farm was purchased through the first public appeal held by the University and strongly supported by the agricultural industry; a place of learning for students involved in research, farm planning, management and landcare.
- Professor R J Clark established the Tasmanian Institute of Agricultural Research (TIAR) that delivers research, development and extension throughout Tasmania. It is a model that is now being adopted by other states.
- The first time that a major gift from a public company was donated to establish a large research facility at the university. The gift was given by the EZ Company to establish a Horticultural Research Centre despite a plea from Vice Chancellor, Professor K S Isles, that the money should be spent on a Great Hall.
- Pyrethrum and Boronia were the first agricultural industries in Tasmania that were established through a public sector initiative, i.e., Agricultural Science. In this regard, niche agricultural production still remains a star on the horizon.
- The first experimental vineyard in Tasmania with potential new cool climate cultivars was established at the Horticultural Research Centre in 1970.

The School had its beginnings in 301 Sandy Bay Road with all laboratories in army huts: no OH&S rules in these labs and no permission required for building modifications. In 1968, Agricultural Science moved to the present location in College Rd. In 1986, Professor J Lovett took us to the commencement of a new extension to this building before he returned to the University of New England. Throughout the life of the School we have been very strong in research and research teaching with funding from ARC, Research and Development Corporations and industry. Currently total funding for Agricultural Research is \$20million and this is supported by a higher degree enrolment of 80.

In 2014, Professor Holger Meinke took the school into an expanded School of Land and Food. He sees the continuing need for global agricultural research and teaching and says that 'agriculture remains the foundation for all our societies-we all need to eat'.

Although there are only small numbers of few academic staff in agricultural science, they punch beyond their weight in collegial and community recognition. Three have been promoted to Chairs on the basis of research; there are three Fellows of the Academy of Technological Science and Engineering; four have Australian Orders.

The School has always enjoyed an enviable reputation for the balance between the institution, its purpose, collegiality, community engagement and good interaction between students and staff.

At a recent 50 year celebration of the School, past students reflected on some of the social and learning functions that brought students together and formed enduring relationships. The focal point for the organisation and coordination of these activities was Secretary, Sally Jones, who provided that continuity for 40 years. The level of attendance at the conference and the esprit de corps displayed was evidence of the outcome.

Some events that stand out in the agricultural calendar are the annual Ag Science Ball, the Farm Fun day, Staff Student barbecues, Weevil race, Brewing competition and Residential Industry Training Course. The latter activity gave an opportunity for students to interact with professional agriculturists and farmers. One highlight was the open and frank exchange between farmers and students over tea and scones at tea breaks. This was followed by flyfishing and ball games in the evening, with the final debriefing for the day over a beer at the local pub.

*About the author:* Emeritus Professor Robert Menary OAM worked for many years with the University's School of Agriculture. Following his retirement in 1997, the School of Agriculture and the University endowed a scholarship in Agricultural Science in recognition of his teaching and research in the discipline.

### **Architecture & Design *Roger Fay***

This is the story of the development of one of the most interesting and valuable architecture and design schools in Australia.

The School of Architecture commenced 65 years ago, in 1949, at the Hobart Technical College though its history extends back to 1908 when lectures were first given in architectural drawing at the Launceston Technical College. That School, now the School of Architecture & Design, became part of the University of Tasmania in 1991.

Though the School has a rich and varied history, one visionary, Barry McNeill, architect, planner and polymath, shaped its curriculum, making it one of the most distinctive and exciting in the Australian architectural education landscape. He became Director of the Department of Environmental Design in 1969 – a tumultuous and for many, an exciting time in education internationally with theorists such as Ivan Illich in 'Deschooling Society' (1971) arguing that institutionalised education was ineffectual. Student initiated learning and self-assessment were among the ideas implemented. These then (and now) radical ideas were implemented by Barry and resulted in a period of optimism, enthusiasm and open-ended exploration.





School of Architecture & Design LBM Exhibition, Academy Gallery, October 2014

Sadly, Barry McNeill passed away on the 12<sup>th</sup> of November 2014. However, his prescient vision persists and forms the core of the school's pedagogical approach. This approach was founded on the principles of environmental design (still the name of the first degree), self-directed and project-based learning, and learning by making.

One former student, now architect and landscape architect, Prue Slatyer, recalls that the radical course lured her from her studies at the University of Sydney to Tasmania. Barry emphasized environmental design, and with that, says Prue Slatyer, came Barry's values of 'equality, responsibility, democracy, respect for others, collaboration, the educational value of experience, and multi-disciplinarity.' As a mark of his integrity, Barry McNeill resigned when programme changes unacceptable to him were forced upon the school. Nevertheless, many of his core values, as noted above, remain to this day.

Today, the School of Architecture & Design is multi-disciplinary, offering architecture, interior design and furniture design. Environmental Design remains the core principle of its teaching and learning, together with learning by making, and collaborative, team-based working. It is housed in an award-winning building – a converted diesel locomotive workshop on the university's Inveresk campus close to the urban centre of Launceston. The building won national architecture awards for sustainability and heritage architecture, thus the work environment for students and staff reflects the school's values. It was intended by the design architects for the project that the building should provide a robust environment in

which students, and staff, would feel free to be experimental, to make buildings, furniture and interiors, all in a naturally lit and ventilated three-storey high re-purposed building.

Learning by Making (LBM), a legacy of Barry McNeill's critical contribution to architectural education, has gone from strength to strength. With the move to the Inveresk building with its extensive workshops and assembly areas, together with cutting edge technologies, including a recently purchased robotic arm, new opportunities have opened up. A new building for Furniture Design, attached to the existing restored building, has added specialized workshops. Nevertheless, the real driver for success in this area has been a group of dedicated academics and the workshop manager who believe in learning by making as a valid pedagogical approach and very importantly who also see it as an opportunity to engage with the community on real projects that without the School could never be realized. Playground equipment, seating in wilderness areas, bus stops, furniture, community buildings, mobile and floating stages for community dance and theatre companies, temporary mobile housing for homeless youth (the 'Castle', an ongoing project), projects for schools, in-house experimentation with different materials and construction technologies, are among the many projects undertaken over the past 45 years. Through collaborative styles of working, students are encouraged to experiment and test ideas and to lead projects. This approach has influenced teaching and learning in most areas of the curriculum. The attached photograph is of a recent exhibition of the school's LBM history. They express, I believe, what colleague Ian Clayton describes as the 'joy' of learning by making.

Students from all the School's disciplines engage in multidisciplinary teams, working collaboratively on projects of value to the community. While there is a degree of altruism in these projects, they also serve students very well – they have the opportunity before graduation to work on real design and build projects. They work with clients and always to very tight budgets requiring ingenuity, creativity and high-level design and construction skills. Through the design and making process, students come to see how their designs can be improved, made more environmentally friendly and more economical to build.

Barry McNeill's approach to architectural education remains highly relevant today, perhaps more so than when he took on the leadership of the school in 1969. Environmental problems though known then have become exacerbated in the intervening decades fuelled by population growth and a consumerist society in most of the countries of the developed world. The role of built environment design, including architecture, interior design and furniture design, is critical to addressing these environmental problems since it contributes approximately half of the greenhouse gas emissions that are driving climate change. Consequently, the School of Architecture & Design has played an important role in educating its students to think of design in quite profound ways and as graduates many have made substantial contributions to the profession and to the community at large.

Colleagues in the school, Rory Spence and Helen Norrie, referred to the School as following a humanist strand of modernism. In reviewing briefly the history of the School, one sees this thread commencing almost fifty years ago. That it continues to this day is something of which the School and the University should be proud for now, more than ever, we need highly educated, creative and innovative, ethically driven and technically competent designers.

*About the author:* Emeritus Professor Roger Fay BArch (Hons)(Melb), GradDipEd (Hawthorn), PhD (Melb), FRAIA, formerly Head of the School of Architecture and Design, retired from full-time academic life at the University of Tasmania in 2013 but, as Adjunct Professor, continues a close connection with the University, its students, and his research interests in design for sustainability and design for dementia.

### **Asian Languages and Studies at the University of Tasmania Pam Allen**

The signing, on 7 February 2014, of a formal agreement by the University of Tasmania and the State Government to establish the Asia Institute Tasmania was justifiably greeted with warm acclaim. The Institute, under the leadership of Professor James Chin, will build coalitions and partnerships of expertise across the University, business, industry, education and community, drawing on the University's academic expertise in a range of areas including languages, culture, business, agriculture, law, health, science and maritime science.

But the story of engagement with Asia at the University of Tasmania goes back a long way, many years prior to the establishment of the School of Asian Languages and Studies in the Faculty of Arts in 1996, many years prior to Professor Colin Brown heading up the Asia Centre in 1990, even years prior to the University's involvement in the Colombo Plan, which began in 1951.

The man hailed as the 'pioneer' of Asian Studies in Tasmania was George Wilson (1907-1991). George, who joined the University in 1945 and retired in 1974, was a lecturer in Oriental and Pacific history and, to quote his colleague Michael Roe, 'he taught virtually the whole of Asia, and the Pacific'. At the time Asia was essentially ignored by almost all other universities in Australia. Supported by a fellowship from ANU, George spent several months in India in 1949, studying political developments in the newly independent nation, and securing an interview with the Indian leader Pandit Nehru.

The lives of many Tasmanians were enriched by the University's involvement in the Colombo Plan, which, between 1951 and 1985, supported around 20,000 students from Asian countries including Vietnam, Singapore, Indonesia and Ceylon (present day Sri Lanka). The University of Tasmania was one of only eight Australian universities to participate in the program. While they studied, Colombo Plan scholars lived with Tasmanian families, worked in vacation jobs and participated in sports such as soccer, table tennis and badminton. The University's first two women Engineering graduates, both Indonesians, were Colombo Plan students.

The development of an Asian Studies curriculum at the University was led by another historian, Asim Roy, who in the early 1990s grappled with the thorny task of devising an interdisciplinary Asian Studies major in the Bachelor of Arts. The popular, well-regarded and genuinely interdisciplinary program that is now on offer to students is a direct legacy of Asim's determination that Asian Studies should transcend the traditional disciplines and not be 'owned' by any one discipline.

Maria Flutsch, a UTAS staff member for more than thirty years until her retirement in 2008, established a strong and vibrant Japanese language program in 1975. Indonesian, originally taught in the Tasmanian Institute of Technology in Launceston, became part of the curriculum offerings of the University after the merger in 1990. Chinese was introduced in 1995.

Students in the Asian Languages and Studies program are mobile. Even before the University's recent success in attracting scholarship funding through the Commonwealth AsiaBound and New Colombo Plan programs, many students have spent their summer studying language and/or culture in China, Indonesia, Japan or India.

In March 2013, in response to the federal government's *Australia in the Asian Century* White Paper, the Tasmanian government launched its own White Paper, *Tasmania's Place in the Asian Century*, which establishes a policy framework for the state's engagement with Asia over the next 10 years. It is significant that Tasmania was the only state to commission its own White Paper. Equally significant is the strong support articulated in that paper for the University of Tasmania's aspiration to create a pool of Asia-knowledgeable and Asian language proficient Tasmanians. However, as evidenced in this brief history of Asian languages and studies at UTAS, that is not a new aspiration. It was an aspiration set in motion by George Wilson well before the dawn of the so-called 'Asian Century'.

*About the author:* Associate Professor Pam Allen BA (Asian Studies) (Hons) 1976 (ANU), DipEd 1976 (Adelaide), MA (Hawaii) 1982, BEd (Adelaide) 1986, PhD (Sydney) 2000. Pam currently holds two Associate Dean portfolios in the Faculty of Arts (Teaching and Learning and International). A staff member at the University of Tasmania since 1992, she has a long track record of teaching and researching in the area of Indonesian language, literature and culture, and was Head of the former School of Asian Languages and Studies.

### **Business: The contribution of TSIT's School of Business to today's University of Tasmania *David Back***

The considerable contribution of the Tasmanian College of Advanced Education (TCAE) and its successor, the Tasmanian State Institute of Technology (TSIT), to today's University is significant but often forgotten.

Many current University courses, including Architecture, Aquaculture, Business (as opposed to Commerce), Legal Practice, Librarianship, Music, Nursing, Pharmacy, Social Work and Surveying were initially offered by the TCAE and/or TSIT and not at the University. The Launceston and Cradle Coast campuses of today's University were first established by the TCAE /TSIT. The TCAE was established under the Advanced Education Act 1968 to provide post-secondary education, particularly with regard to training people for the professions.

I was appointed as Dean of Administrative Studies of the TCAE in 1979, as well as being the Head of the School of Business. When I joined the TCAE it had campuses at Newnham in Launceston and at Mount Nelson in Hobart.

Not long after I arrived to live in Launceston a controversial decision was made to close many of the TCAE's activities in Hobart. While many courses, including Engineering, Librarianship, Music and Education being offered by the TCAE in Hobart were transferred to the University, some courses, including Business, went through a long, expensive and, at times, painful process of being taught out at Mt Nelson and the staff of these schools were transferred from Hobart to Launceston.

Around the same time a distance learning unit was established at the TCAE which enabled the largest School, Business, to offer awards to students throughout Tasmania. We also began teaching the first year of the Bachelor of Business in Devonport (at Don College) and in the TCAE's own premises in Burnie.

In 1985 the Tasmanian College of Advanced Education (TCAE) became the Tasmanian State Institute of Technology (TSIT). 'The name change was seen as necessary to distinguish it from Community Colleges at Secondary and TAFE level, was seen as desirable since 'institute' had become an accepted term for tertiary education facilities in Australia' (*LINC Tasmania website Agency Number TA 249*) and because at the time the term 'institute' was being used by quality, applied institutions such as by QIT (now QUT), NSWIT (now UTS) and RMIT (now RMIT University). The word State in the title was included to avoid what would have been an unfortunate acronym.

The TSIT essentially carried on performing unchanged the function of the old TCAE in providing post-secondary education. (*LINC Tasmania website Agency Number TA 249*).

The role of its School of Business was to provide post-secondary business education.

The School's main course was the Bachelor of Business, which unlike a traditional Commerce degree, had first year students undertaking a range of business subjects including management and marketing as well as traditional subjects such as accounting and economics. Students were then able to specialise in a number of areas including management, marketing, personnel management and industrial relations and accounting. Courses were accredited by the relevant professional body, such as the Institute of Chartered Accountants in Australia.

Over the years more courses were introduced including the Associate Diploma in Agricultural Business Management, one of Australia's first accounting conversion courses (which enabled graduates without accounting qualifications to become accountants without having to complete a Business or Commerce degree) and the Graduate Diploma in Professional Management.

The highly successful two year part time Graduate Diploma in Professional Management was aimed at graduates without business qualifications and was offered through distance learning with six compulsory residential schools a year. It succeeded in lifting the managerial expertise of a wide range of graduates in Tasmania.

Not surprisingly, given the School's history, little research was being carried out by staff when I arrived. However my doctorate is in small business and the School concentrated much of its research activities in this area, including completing the first major report on small business in Tasmania, hosting Australia's Small Business Research Conference and eventually becoming the host of the Tasmanian Centre for Development of Entrepreneurs.



Towards the end of my time at the TSIT a new school, the School of Applied Computing, was formed and added to my Division.

I left the TSIT in 1989 to take up a position in Hong Kong, before the amalgamation of the TSIT and University.

One of the major ways that an academic organisation is measured is the quality of its graduates. I still meet prominent Tasmanians in business and the professions who proudly comment about the high quality of education they received from the TCAE/TSIT.

In my opinion, and in retrospect, it was important (given the size of Tasmania) that the TSIT merge with the University but it should be recognised that in inheriting the TSIT's School of Business the University acquired a high quality, applied business school with excellent links to the business community and business professions in Tasmania.

*About the author:* Dr David Back, B Comm 1963 MBA 1969 UNSW, PhD 1978 London Business School of the University of London, was Dean of Administrative Studies and Head of the School of Business at the TCAE/TSIT from 1979 to 1989. He became the inaugural Dean of Business at the Open University of Hong Kong, is now retired and lives in Hobart.

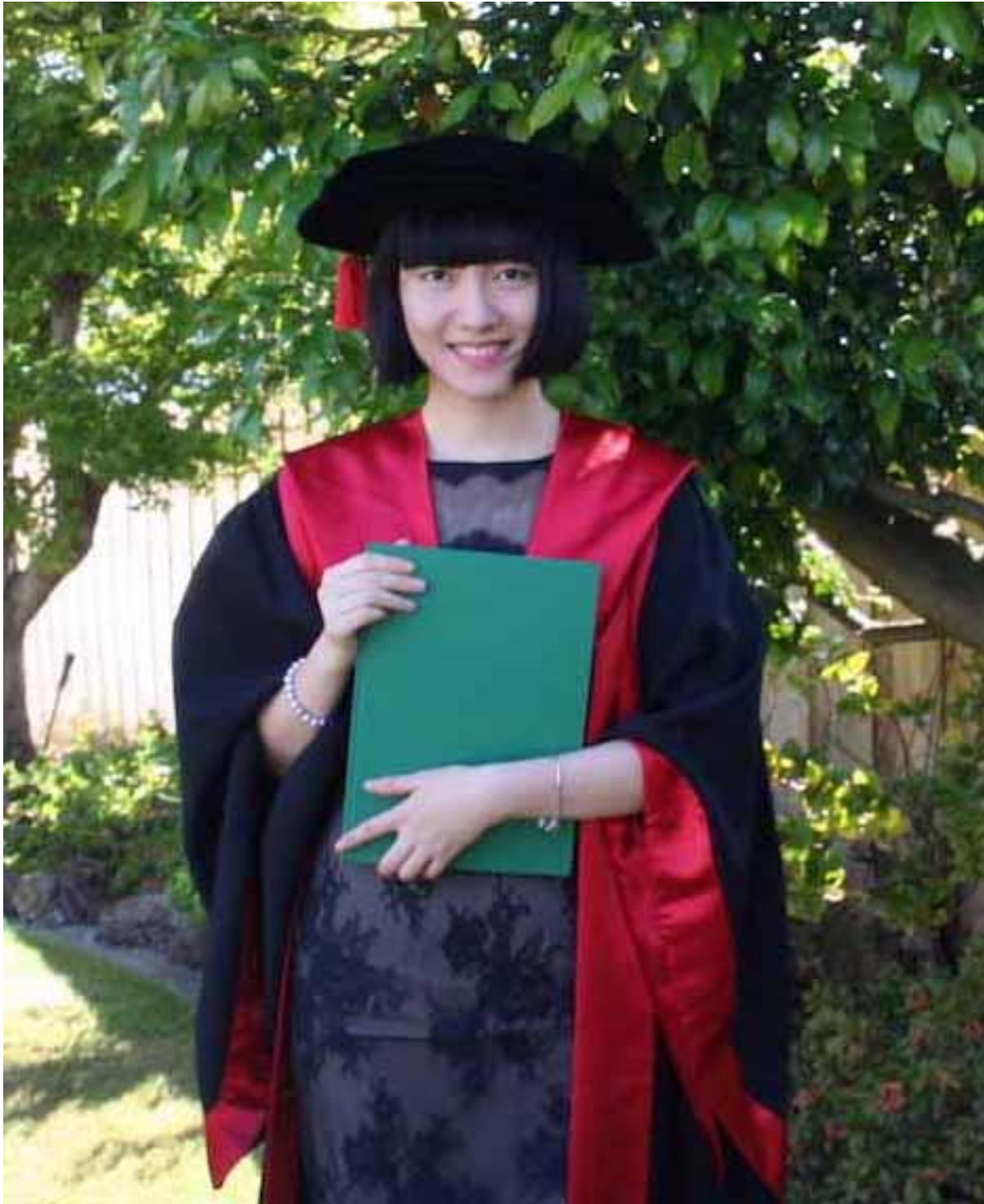
**Business: From Amazing Shanghai to Magical Tasmania** *Merry Joyce and Wang Jing Jing*



Graduation in Shanghai. The then Chancellor, Damien Bugg, offering his 'Tudor bonnet' to a new graduate who had just lost her cap in the breeze. From the collection of M Joyce.

'My story with UTAS started in 2005, when I enrolled in the Bachelor of Business Sino-foreign program at the AIEN Institute in Shanghai Ocean University. The experience helped me to better understand the Australian education system and, while I never thought I would go to Australia, I found my interest building to undertake further study. When I first arrived in Tasmania and met the lovely teachers, whom I already knew from Shanghai, I felt very comfortable and at home. I fell in love with UTAS and Tasmania. People here are so friendly, the air is very fresh and clean, and the different blend of cultures is fantastic. Tasmania is a magical place.' (Dr Wang Jing Jing).

Dr Wang Jing Jing's journey from undergraduate student to doctor commenced with her arrival in Tasmania in 2008. Studying in Hobart she progressed from a Master in International Business to a PhD. Jing Jing's research focused on the facilitation of employee innovation in organisations and she completed her doctorate on the 18<sup>th</sup> December 2013. Following the career paths of her academic parents, she set her mind on an academic career and returned to her home town of Shanghai. Jing Jing commenced that career in 2013, teaching into the same University of Tasmania business program at Shanghai Ocean University from which she had graduated. Not surprisingly she received a wonderful welcome from the students and staff of the AIEN Institute. Bringing a wealth of experience to the role she has become an invaluable member of the Tasmanian School of Business and Economics teaching team which continues to bring a Western learning experience to undergraduate business students in Shanghai without them having to leave China. Having come full cycle, Jing Jing now calls both Hobart and Shanghai home and regularly travels back to her 'magical' Tasmania.



Dr Wang Jing Jing. From her collection.

By September 2015 nearly 4,000 students from the Tasmanian School of Business and Economics (TSBE) and the Faculty of Science, Engineering and Technology (SET) will have commenced their own journey studying in this innovative collaboration between China and Tasmania. Students can complete a double degree in either a Tasmanian School of Business and Economics Bachelor of Business, or a School of Engineering and ICT Bachelor of Information Systems degree and a Shanghai Ocean University Bachelor of Management.



Study is completed over 4 years and incorporates intensive English language study with all University of Tasmania units delivered entirely in English.

In 2002 the first intake of 328 students commenced study in this successful partnership which is now entering its 14<sup>th</sup> year of operations. During this time Shanghai Ocean University and the University of Tasmania have entered into 3 contracts each of 5 years duration admitting an average of 400 students every September. In July 2015 the program will achieve yet another milestone when we celebrate the 10<sup>th</sup> annual graduation ceremony on the 8<sup>th</sup> of July in Shanghai.



Students from SET and TSBE who achieved the Dean's Roll in 2011. From the collection

Like Jing Jing, approximately 200 graduates from the programs in Shanghai have decided to continue their education through studying postgraduate programs in Tasmania, with 61 joining us in our 125<sup>th</sup> year. So the partnership goes from strength to strength and, in an exciting first event, eight University of Tasmania students with Asia Bound Scholarships will travel from Hobart to Shanghai in March 2015 to undertake one semester of study in the AIEN Institute.

Quality assurance has been the top priority of the programs at the AIEN Institute. While in the early years it was a significant challenge to meld the policies and cultural differences between a Chinese and an Australian university, this was achieved with a commitment from both sides to not compromise the quality of the programs offered. A successful TEQSA (Tertiary Education Quality Standards Agency) audit with 3 Commendations for TNE (Trans National Education) operations, the receipt of the coveted Chinese MoE (Ministry of Education) chop of approval, the success of the 5 year MoE audit in March 2014 where the Business program achieved a 100% audit report card and now the move to a voluntary formal Accreditation process in 2015 are just some of the hallmarks of success over the last 14 years.

Shanghai Ocean University is an esteemed Chinese university established in 1912 and recognised in China for its leading research role in oceans and fisheries. While its origins are in the study of aquatic sciences and technology, it is now a full multi-discipline university including, but not limited to, programs in business, economics, management, information systems and computing technology. The university has been welcoming international students since 1955 and fully supported the establishment of the AIEN Institute in 2002. On the spacious new campus in Lingang close to Shanghai, to which it relocated in 2010, we are fortunate to have dedicated to our programs a four story building complete with our own lecture theatres, tutorial rooms, computer laboratories, video conferencing facilities, student administration office, student common room, English Language Department and dedicated academic and administrative staff.



The AIEN Institute building on the SOU Campus. Photograph courtesy of the AIEN Institute.

The students of the AIEN Institute are extremely proud to be students of the University of Tasmania but they are equally proud of their Chinese university, its long history and its modern, state-of-the-art campus. Celebrating their Centenary event in 2012 they expressed that pride in joyous celebrations attended by our Vice Chancellor as a VVIP guest. The sunny day was filled with music, performances and a spectacular release into the sky of pigeons and balloons, while the night skies were lit by massive firework displays culminating in a magnificent celebratory dinner featuring the world famous Shanghai cuisine. Throughout the events guests were regularly reminded of the Shanghai Ocean University motto - Diligence, Simplicity, Loyalty and Creativity.





Shanghai Ocean University senior staff celebrating the opening of the new campus at Lingang. From the collection of M Joyce.

Perhaps the final words belong to Jing Jing, exemplifying as they do the depth of the life changing events the students experience through the opportunity to study in both the Western and the Chinese education systems. ‘The experiences I have had with the University of Tasmania program in Shanghai and studying in Tasmania have greatly enriched my life. Looking into the future, it is just as Jack Kerouac said, ‘we lean forward to the next crazy venture beneath the skies’.’ (Jack Kerouac, *On the Road*).

*About the authors:* The story of Dr Wang Jing Jing (BCom 2007, MIB 2008, PhD 2013) is told here. Merry Joyce, Associate Dean International, TSBE, has been coordinating the program at AIEN Institute, Shanghai Ocean University since its inception in 2002. She has been present at every graduation ceremony and official semester opening since that time and over 14 years has developed and maintained close relationships with staff and students in Shanghai, both past and present.

## Classics Changes *Peter Davis*



Hoplites (Citizen Soldiers): detail from a Greek drinking vessel, c 570 BC. Image provided by the John Elliott Classics Museum

In the 1950s there were three academics teaching Classics at the University of Tasmania: Professor John Elliott, the pioneer of teaching Classics in translation in Australia and founder of the Classics Museum that is now named after him; Ken Waters, a distinguished ancient historian; and Ron Hood, an art historian and the Museum's first curator. The number of academics is the same now.

The arrival of Professor Paul Weaver in the late 1960s coincided with the entry of the post-war generation into universities and federal funding for higher education. By 1975, the year I arrived at the University, there were seven academics in the Classics Department. I was the eighth classicist and for the next seventeen years the youngest.

The eighties and nineties were difficult because of declining staff and student numbers, while the mid-nineties were sufficiently turbulent for problems in Classics to occupy the front page of *The Mercury*. Thanks in large measure, however, to the formation of the School of History and Classics and the appointment of younger classicists, the situation was stabilised and the program reinvigorated.

Although always physically and financially separate from the Department and the subsequent School, the Classics Museum has functioned as an integral part of the Ancient Civilisations program, with Ron Hood teaching courses in art history and acting as curator. In the early 1970s the Museum was really a modest display located on the mezzanine floor of the Morris Miller Library. Objects were occasionally bought for the Museum from the Department's budget surpluses(!). It was not until the University Centre was built that a professional facility was provided to house and exhibit the country's second most important collection of classical antiquities and the Museum moved to its present location in 1977. And it was then that a Museum assistant was appointed with the tasks of caring for the antiquities and ensuring that the collection could be seen and understood by the Tasmanian public.

Since 1890 one of the great strengths of Classics at the University of Tasmania has been its emphasis on the teaching of Latin and Ancient Greek. Language numbers are still strong, with around fifty students regularly enrolling in Latin 1, about the same number as at the University of Sydney, and twenty in Ancient Greek. And over a hundred students enrol in Ancient Civilisations 1 each year. Crucial to this continuing strength has been the introduction of an increasingly innovative program of distance education, with about a quarter of Classics students enrolling from outside Hobart, including some from interstate and overseas.

Continued teaching of the ancient languages has meant that Tasmanians have gone on to achieve great things in international scholarship. Many have studied overseas. Some, like John Penwill and Michael Share, have played and continue to play important roles in major international projects like the classical literary journal *Ramus* (forty years old and now published by Cambridge University Press) and the Ancient Commentators on Aristotle (based at Kings College London). Others, like Stuart Lawrence (Greek drama), Marcus Wilson (Latin literature), Parshia Lee-Stecum (Latin literature) and Tristan Taylor (Roman history and Law) are now highly regarded teachers and researchers in Australian and New Zealand universities.

It is also worth noting that the recent appointment of Dirk Baltzly, a Greek philosophy specialist, as Professor of Philosophy is already leading to closer cooperation between Classics and Philosophy and seems likely to lead to the University of Tasmania becoming an important centre for ancient world studies in its own right.

Finally, and perhaps most importantly, because it recognises the centrality of the ancient languages to Classics, the University of Tasmania has attracted and currently employs some of the best young classical scholars in the country.

*About the author:* Associate Professor Peter Davis FAHA, PhD 1975 (Monash) was a member of the Classics Department and School of History and Classics from 1975-2008, Head of the Classics Discipline from 1996-2008 and Head of the School of History and Classics for three years. He has met every classicist who has held a post at the University since the 1940s.

### **Computing: Teaching ICT at the University of Tasmania    *Arthur Sale***

In the early 1970s, the University decided to establish a Department of Information Science in its 1973-75 triennial planning (we might now call it Computer Science, Computing, IT or ICT). It advertised, and offered me the position in 1974. I accepted, especially because it was a greenfields opportunity and I had scope for innovation, and the attractions of Tasmania as a place to bring up our children. In August 1974, I arrived in Tasmania from The University of Sydney at age 33 to become the Foundation Professor in ICT, and duly reported to the Staff Officer.





Foundation Professor's family on the way to Tasmania, 1974.

The University was taken by surprise. It really hadn't established any new discipline for 10 years, and had forgotten how to do so. When I asked where my office was, I was told to go and talk to the Professor of Physics and see if he would give me an office (he loaned me one). As to furniture, I quickly established that I did not have any budget for the rest of 1974, but I could go and look in the maintenance store for discarded desks and chairs that I could have. At least they had envisaged that I would need a secretary and a lecturer for 1975, so I could advertise for them, which I immediately did.

My next step was to assist in choosing the University's first own computer to replace the 20-year-old Elliott 503 it had shared with the Hydro. The vicissitudes of this process would take a story in themselves, but eventually we skipped one whole generation of computers and installed a Burroughs B6700 computer offering time-shared services, totally bypassing the punched card era. It was suggested to me that until it was installed in 1976 I could teach computing using cardboard models of computers!

However, grim determination won the day. The University was the joint first in Australia (with Melbourne) to offer a three-year Bachelor degree in computing, starting at first year in 1975. The Faculty agreed to approve the plan. Of course we got the worst time slots for our lectures, but we expected that since the good ones were all claimed. 2015 is thus the 40<sup>th</sup> anniversary of ICT degree courses in the University (and in Australia), as well as being the 125<sup>th</sup> anniversary of the University's foundation.

The next major hurdle occurred as I accumulated staff. The Professor of Physics had loaned me the photography dark-room for my secretary. She did not like black walls with no window light so we had to repaint the room and remove the window covers, but with the arrival of a

lecturer and a programmer, the Professor realized he had agreed to accept something that was going to grow too big. I was given a request to vacate, not urgently, but soon. We negotiated to take over three huts behind the Arts Building. One was a relocated wooden WWII hut (then the oldest building on the Sandy Bay campus), another was a pastiche of two relocated wooden WWII huts joined together, and the third was an aluminium and glass demountable. They were collectively known by the University as 'the Huts', so we gave them names: Alpha, Beta, and Gamma. I painted signs for each and mounted them on the outside, so the students could identify the right hut.

We took liberties that no-one would contemplate today with modern regulation (government, unions and safety). Walking to the Computer Centre involved a slippery muddy path. The University would not concrete it, but agreed to come half-way. They would provide the concrete if we laid the path. I think they expected a refusal, but Information Science and Physics rose to the occasion over a weekend, laying the formwork and reinforcing, screeding, and we had an all-weather path to the Computing Centre.



*Staff at Christmas 1982, outside Hut Gamma*

*L to R: Pep Nichols, child, Bruce Butterfield, Lynn Rainbird, Jenny Sinclair (Secretary), Drs Richard Watkins, Clem Baker-Finch, Tony Adams, Chris Keen, Charles Lakos, Tim McDermott, Professor Arthur Sale*

We employed four assistants who would enter student programs into the computer, and schedule them for running. Changes in the programs were annotated by the students on their draft print-outs, and another run scheduled. Pepita, Sherrye and Maureen went on (after being lab supervisors for several years) to subsequent careers in the Library, Education, Medicine, and Arts. We chose well.

The next step was apocalyptic, and changed the University irrevocably. While giving an invited presentation at an international conference, I discovered we could buy what we would now call a personal computer: the 64 kB Apple II. On my return we (the department staff) pulled down dividing walls in part of Hut Alpha to make Australia's first computer lab. Need power for 20 computers? No worries, we drilled holes in the floor and ran underfloor wiring



to 20 new power points. While any mobile phone can outperform the computers of the time, students could now run programs instantly (well a few seconds), and respond to what they got. Tasmania was at the world leading edge of computer education. The Deputy Vice-Chancellor (a medical Professor) told me that he was astonished when he travelled many people said ‘Oh, you come from Tasmania. Do you know Arthur Sale?’



The Computer Lab in 1982

The laboratory in Hut Alpha was too bright, so my wife Elaine sewed curtains and she and I installed them and curtain tracks over the windows so that the screens were readable. Imagine that today! We also made small chisels so that we could cut notches in floppy disks so that both sides could be recorded on instead of one. At \$5 a disk in 1980 money, students wanted lower costs. The walls of the rooms in Hut Alpha did not reach the ceiling, so private conversations were impossible. The staff installed glass fillers to take the walls to the ceiling. We gave senior students 24/7 access to selected areas for computer access, a first in the University and Australia. Hut Gamma contained support staff and our tea-room in which the department gathered each day to bond and discuss issues, while Hut Beta contained staff offices, my office and the secretary. As newbies to Tasmania, we were all regarded with a degree of mostly tolerant wonderment. Who knew what ICT people might do? They were weird!

We then took over the basement of the Arts Lecture Theatre as we continued to grow, and the Music Lecture Theatre (‘Huts’ Delta and Epsilon), and eventually added a new floor over the Computing Centre (‘Hut Zeta’). In 1990, the University finally built a special building to contain us, named the Centenary Building because of its triple tenantry and otherwise cumbersome name. Computing grew in enrolments through every one of my 20 years as head of department, and became one of the top computing departments in Australia, producing many PhDs, and five of my staff went on to Chairs elsewhere. We sold software to the USA, ran computing courses in Sydney, and were one of only three Australian universities that designed silicon chips.



With each change in location, the dynamics of the department altered, from its casual era in the huts, through to a recognized part of the University. Starting initially as ‘hard’ computer science, the department diversified into ‘soft’ areas under Drs Mike Rees and Chris Keen, leading to the sub-discipline of Information Systems. The department had a major influence on the Tasmanian economy, injecting many graduates into jobs locally, interstate, and internationally. The demand to enrol in computing was too high for the University to fund, so for several years we had an intake quota. The quota had the desired effect of limiting the load. However, the TSIT in Launceston saw an opportunity and created a School of Applied Computing headed by Mr Young Choi (later Professor), targeted at the middle of the spectrum encompassed by the Hobart department.

The Department of Information Science was active throughout the State. It was key to establishing the Tasmanian Branch of the Australian Computer Society, and I became the first Vice-Chair and Chair of the Branch Committee. It offered courses in Devonport, and I and other staff flew up in small single-engine planes fortnightly to deliver intensive evening lectures to school teachers and others at the Don College.

The subsequent history is just as interesting but not my own. I left the department in 1993 to become one of the University’s four Senior Executives, having earlier served as Chairman of the Professorial Board in 1980-1. My departure was shortly after the University (in Hobart) and TSIT (in Launceston) voluntarily merged to form a state-wide university.

However, ICT teaching in Tasmania was in for dismal decades. Firstly, it was subjected to a review, which saw the Launceston School left alone, while a breakaway group formed Information Systems in the Faculty of Business; the remnant computer scientists were merged with Electrical Engineering. The experiment was a failure and broke up after a year or so. Most of the research-active ICT staff had left in disgust, and the rest were then amalgamated with the Launceston School, which dropped the word ‘Applied’ from its title.

This situation continued for several years, until at last the University began to recognize the centrality of ICT. The Information Systems group was folded back into the ICT grouping, and the staff began to re-integrate especially when the Hobart location was eventually fused. A new degree was established. Recently the University saw the inevitable, and re-integrated ICT with Engineering (all of it this time). The results are still to be seen. The University of Tasmania has changed the structure of ICT and its name seven times.

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*About the author:* Emeritus Professor Arthur Sale, BScEng (Natal) cum laude, GradDipTechStud (PII), PhD (Natal), is Foundation Professor of Information Science (1974+) at the university of Tasmania. He was Chairman of the Professorial Board (about 1980 for two years) and Pro Vice-Chancellor (1993-99).

### **Economics: Tearoom *Donald Challen***

- Just the room number on an otherwise anonymous door identified the nondescript room which housed the Economics tearoom. Converted from a teaching space in about 1970 when it outgrew the office it had previously occupied, there was not much to it – a motley

collection of scruffy chairs, a table or two and an urn. The tropical atmosphere was the consequence of the urn being turned on by the departmental secretary at 9.00 am to be ready for the early morning tea arrivals, and left bubbling away until the late afternoon.

Among the first to front up for morning tea was the old guard of the Orr affair on the losing side – Gerald Firth (Professor of Economics), Jim Cardno (Professor of Psychology) and Malcolm McRae (Senior Lecturer in History). The battles of the Orr affair were fought and refought not every day but very often, to the frustration of the other older participants but the fascination of the newer and younger ones.

Desperately trying not to be perceived as taking either side was John Grant, the Professor of Applied Economics with Special Reference to Accounting (really!). Recruited by Gerald Firth from the University of Adelaide to keep the accountants happy, it had never worked. The accountants saw him as an economist and the economists didn't know quite what to think of him.

The long serving accountants were Wally Nichols and Len Dunn. Both tended to be disparaging of the endless tales of the Orr affair; they were over it. Wally was just back from his first (perhaps his only) overseas study leave at UCLA Berkeley. He discovered Edwards and Bell and came home to teach their excruciatingly difficult book *The Theory and Measurement of Business Income* to his second year accounting class. Len was the early mover in IT, teaching the first courses in programming and systems analysis to accounting students.

An active participant in every morning and afternoon tea was Philip Molhuysen, a Dutch immigrant who rarely opened up about his wartime life with the Dutch resistance. A mature age student of economics taught by the people he was then working with, the discipline became his passion and to crack a job on the departmental staff was the pinnacle of his working life. Philip was a shocking pedant, perhaps because English was not his first language, and tended to frustrate students with his limitless supply of rhetorical questions and a tendency to preface his assertions with 'I would argue ... '. For all that, he was a kind man with a big heart who was always available to a student who needed help.

Philip was recruited to the staff at about the same time as Tony Hocking, a graduate of Southampton University. Both microeconomists but separated by age and culture, they sparred endlessly, not always in a friendly spirit. Tony had a long career as an academic but went on to be a successful small business entrepreneur establishing the first market research company in Tasmania.

Among the younger brigade were Philip Rayner and Sue Payne (Sue Hocking). Both recent graduates of the Department, Sue didn't stay for long but Philip put in a decade or so before heading off to the UK. Regrettably, he died young without returning to Australia. Philip took more than one of the brighter students under his wing and was a source of much help to the tutors and younger lecturers.

There were a couple of PhD students hovering around the tearoom too. Bruce Felmingham and Graeme Wells were the Department's first PhD students. Both were supervised by Alf Hagger and successfully completed their PhDs. Bruce had come to economics late in life after working in the public service, including a stint with the Tasmanian Auditor-General's Office. This was the source of endless anecdotes, one or two of which may have been true. Graeme went on to a very successful academic career, returning to Tasmania and the Department late in his career.

Conspicuous by his absence was Alf Hagger, the leading intellectual of the Department with an impressive CV and publication record. Enconced in his office and protected by a door nearly always locked, an appointment or a secret knock was necessary to get to see him. He regarded the tearoom as a place where time was wasted. Aside from those very few he worked with closely, he didn't see the need to fraternise with his colleagues beyond a brief chat in the departmental office while checking his pigeon hole. His reluctance to spend time with students other than the very best honours and postgraduates didn't make him a great role model for younger members of staff trying to establish their credibility with their students and colleagues.

Because Alf didn't frequent the tearoom, neither did Bill Magill. Alf was his role model in all things. Bill was another mature age student of the Department who came to economics after a career as a record librarian with the ABC. He was recruited onto the staff of the department in the same wave that saw Philip and Tony join the staff. Bill taught the same things Alf taught but unlike Alf was happy to spend time with his students, especially those struggling. He had a soft spot for the overseas students and showed them great kindness. Good company, he was incredibly knowledgeable in classical music and his vinyl collection had to be seen to be believed.

A recent arrival from New Zealand was Peter Byers, the first accountant to be recruited in quite some time. Confident and brash, Peter was the students' friend and a source of endless amusement as he struggled to get through a 50 minute lecture without a cigarette. Peter was a good teacher who understood the students' need to understand the point and the practicalities of the course content. Academic life was never enough for him. He immersed himself in the Staff Association and University politics before moving to a job in the administration which ultimately took him to the senior position of Business Manager (close to what had earlier been the role of Bursar). Peter had his fans and his foes with nothing much in between; people tended to love him or hate him. He was hugely successful in securing sources of Government funding for University projects and was a great supporter and advocate of the arts. The Art School in Hunter Street was his brainchild and he worked tirelessly to bring it to fruition.

Morning tea got under way daily at about 10.30 am and was punctuated by an influx at 10.50 am as the morning break between lectures commenced. Equally, a lot left just before classes recommenced at 11.10 am. However, quite a few participants who arrived early would still be there at 11.30 am, leaving, no doubt to contemplate how they might fill in the time until taking the stroll down the hill to the Staff Club for lunch. The afternoon routine was similar

though at 4.30 pm the question must have been whether it was worth hanging around or just heading home.

*About the author:* Donald Challen AM, B Ec (Hons I) 1970, M Ec 1976, spent 30 years working in the public sector after an early academic career. He was Tasmanian Treasury Secretary from 1993 to 2010 and is now a company director and consultant. He spent many enjoyable and productive hours in the tearoom joining the Economics Department in 1971 and progressed to Reader before leaving the University in 1984.

## **Education: The Preparation of Teachers in Tasmania *John Williamson***

### **Introduction**

The early history of teacher preparation in Tasmania is characterised by cycles of innovation and custom, funding crises, debate about the quality of entrants and graduates, and from time to time a tension between the University and the Training College over the kind of preparation needed for the state. The recent history, since the establishment of the ‘new’ University of Tasmania and the integration of the different players, has some echoes of earlier times but also has provided new opportunities at the Initial Teacher Education and post-graduate levels locally and internationally.

### **The Early Years**

The late-19<sup>th</sup> century training of Tasmanian teachers was based on an apprenticeship model - the pupil-teacher system - with many teachers having no formal preparation after attending the selective Hobart or Launceston High Schools. The Tasmanian Department of Education was responsible for provision of the training that was available and the employment of the teachers. Financial resources for education were few and there was little support for the trainees. In 1906 the Training College was established in Bathurst Street, Hobart, and it attracted entrants from across the social spectrum and often with low levels of literacy and numeracy leading the Principal in 1910 to write, ‘One of the chief drawbacks to successful work is the low standard of admission to the College...’. The College moved to the Domain and shared spaces with the University of Tasmania and courses such as Psychology and Science were taught by University staff. After some disagreement between the participants, part of the University’s Domain site was agreed as the location of the proposed Philip Smith Training College and it opened in 1911.

### **After the Great War**

The post-WW1 years provided a mix of opportunity and challenge and in 1921 the institution’s name was changed from ‘Training College’ to ‘Teachers’ College’. Joseph Lyons, a former student and later to be Prime Minister, was elected premier in 1927 and some thought this would mean better times for education including teacher preparation. However, in the late-1920’s there were severe financial cuts and then the Depression. At this time also the relations with the University became strained over matters such as course content and perceived quality of candidates.

In the late-1930’s relations between the Phillip Smith Training College and the University had deteriorated quite badly. In part, this was because the University depended on the College for the enrolments in its Arts and Science Courses (50 per cent were from the College) and

the College was questioning the applicability of these for its teachers as their relevance to the school curriculum was not evident and the shared Domain site was contentious.

### After World War Two

The school leaving age was raised from 14 years to 16 years and this meant an immediate need for more teachers. In 1945 the Labour Government announced that the main route for teacher preparation would be a degree and a Diploma of Education to be completed through the University. For non-graduates there would be a Certificate of Education route, which would entail taking some University courses. This model was introduced in 1948 with Charles Hardie appointed as Foundation Professor of Education in the University.

The 'Faculty' of Education remained in the Phillip Smith Building on the Domain as Domain House was in very poor condition until it finally moved to the Sandy Bay campus in 1962.

It was soon apparent, however, that the proposed model would not provide enough teachers for the post-war baby boom and the Department of Education commenced an emergency training scheme in Launceston.

### The Emergency Training Scheme

The ETS was located in Launceston on the top floor of the Charles Street School, which was built in 1884. This co-location had the advantage of allowing a close integration of educational theory and curriculum with on-site observation and closely supervised and guided practical teaching. This arrangement led to the school being designated a 'Practising School'.

It was intended that the ETS would last one year and be for Primary and Infant Teachers. This was not to be the case and it continued until 1956. The students in the ETS were paid and guaranteed employment and in the preparation they covered the primary school curriculum each week. However, there were still a number of schools without a properly prepared teacher and these were often staffed by young women with the ambition to be a teacher.

While the ETS helped address the shortage of teachers and there were many very talented individuals who went on to have distinguished careers it did mean that a large proportion of the teaching work force did not possess the same level of formal qualifications. In the longer term, it may be argued, this weakened the status of the profession.

### Recognition by the University of the ETS Graduates

The ETS graduates, who were two-year College trained, were deemed to be of lower status than those from the two-year University course and were ineligible to be awarded the Trained Teachers Certificate(TTC). This was not only a status matter but also meant that pay and promotional opportunities were limited for those without the TTC. This matter was finally

resolved but it left a sour taste for many of the ETS graduates who were acknowledged as doing an excellent job in the classroom.

### The Winds of Change

The mid-1960's brought significant change to Tasmanian teacher training. The Commonwealth provided \$1.5 million in the period 1967 – 1970 for new buildings for the Launceston Teachers' College. This meant that Tasmania now had the University prepared secondary teachers in academic subjects and a few primary teachers, and small teachers colleges in Hobart and Launceston. There were still challenges in providing enough specialist teachers in subjects such as Mathematics and Science and it was recommended that the two teachers colleges provide a four year secondary course for these curriculum areas.

Also in this period the Teachers' Colleges were removed from the Tasmanian Department of Education and incorporated into the Colleges of Advanced Education. The CAE's were modelled on the University with north and south provision and the education students would undertake their 'professional' studies in the School of Education and their academic content studies, such as Psychology, History, Mathematics, in these Discipline Schools.

At this stage, therefore, it looked as though teacher preparation would be provided by three different types of institution; the University at Sandy Bay, the CAE at Mount Nelson, and the Launceston Teachers' College.

The last principal of the Launceston Teachers' College became the Head of the School of Education and General Studies at the Tasmanian College of Advanced Education in 1972 when the Teachers' College was merged with the CAE and designated the Tasmanian State Institute of Technology.

The graduates of the several institutions were well prepared for roles in the unique Tasmanian Education context and their professional expertise was valued by the community.

### The 'New' University of Tasmania

With the Commonwealth policy changes regarding CAE's and other post-secondary institutions, the merger of the several Tasmanian institutions in 1991 as the University of Tasmania made good financial and practical sense. Since the early 1990's the focus of teacher preparation has occurred in Launceston, with mainly secondary teacher preparation courses in Hobart and a full undergraduate Bachelor of Education course offered at the Cradle Coast campus in Burnie.

The Faculty of Education has continued to provide innovative courses and leadership in the field, e.g., the first Bachelor of Education (Honours) degree in Australia, a 4 year Bachelor of Education with a sequenced Education and Academic Units and Field Experience to maximise theoretical and practical integration, a two year end-on Master of Teaching degree, and a full offering of courses on-line.

An increase in international standard educational research outcomes and its impact and the training of local and international research higher degree students has complemented the Faculty's historical commitment to excellence and the preparation of high quality beginning practitioners across all levels of schooling and sectors of education.

At the time of writing the national policy context for Education, particularly Initial Teacher Education, is unclear but the Faculty is confident that its values as demonstrated through integration of the best theory and practice will allow it to continue to contribute to the development of our Tasmanian community and more widely.

### Overview

Tasmanian teacher preparation today continues to echo some of the earliest concerns of the settlement, namely; cycles of innovation and then financial restraint and policy narrowing, questions over suitability of entrants, and the status of the teaching profession. The amalgamation of the several institutions into the 'new' University of Tasmania has meant the removal of institutional rivalry but other issues arise from operating on multiple campuses. The Faculty continues its commitment to the provision of a high quality education for all and an increased impact and implementation of international standard educational research for the benefit of Tasmania. Among the contextual differences now are that the series of challenges is well recognised and the participants have the knowledge to see how matters were (or were not) addressed in days past and to take appropriate action.

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*About the author:* Professor John Williamson, PhD, Grad Dip Pub Sector Mangt, MA(Ed), MEd, Dip Ed, BA, is Dean of Education at the University of Tasmania where he has supervised more than 30 higher degree students from many countries. He sees Education as central to the attainment of individual aspirations and to the strengthening of communities.

### **Engineering Peter Doe**

My association with the University dates from 1947 when my father, Tom Doe, was appointed to a lectureship in Education. I matriculated from Hobart High School and enrolled in engineering in 1957, aged 16. Not a wise move because it took me four years to get a science degree although I did enjoy the music, sport and other distractions. But then I began to apply myself to my studies and finished up with an honours degree in engineering.

My first job was in the hydraulics section of the Hydro Electric Commission, but my association with the University continued. I found myself testing models in the University's hydraulics laboratory at Sandy Bay, and using the joint HEC-University computing facility for calculating river levels. The Elliott 503 was Tasmania's first general purpose computer. It

cost \$250,000 and occupied a large room in the new Physics building on the Sandy Bay campus. A single calculation that took me a week with a mechanical calculator was done in seconds on the '503, with no errors. Nowadays a mobile phone has more computing power. My career spans the digital age; as an undergraduate I used a slide rule.

I remember a chance meeting with Professor Arch Oliver when he asked me to apply for a lectureship in engineering. That was in 1964 - the year of the Williams Report and the year I married Cherry, daughter of Ken Waters, Reader in Classics. Cherry and I were at a reception for a recently appointed Vice Chancellor. I introduced him to Tom - my father, Ken - my father-in-law, and my brother-in-law, David Waters who was the university's acquisitions librarian. I could see the Vice Chancellor's eyes widen as he realised that everything he had heard about nepotism in Tasmania was probably true.

In the early 60's the University was a much more intimate place. I was only aware of five people in administration; the Vice Chancellor, the Registrar, the Bursar, Rhonda Ewart who ran the examinations, and Lyn Weidenhofer who did everything else. Engineering was the first permanent building on the Sandy Bay campus. Physics and Mathematics were housed in ex-World War II 'Nissen Huts'. As a student I commuted between lectures at the Domain, the Hobart Technical College in Campbell Street and Sandy Bay. Just recently I visited the refurbished lecture theatre in the School of Nursing at the Domain. It was the same as I remember it in 1957 when students used to roll acorns down the tiered floor during chemistry lectures.

Professor Arch Oliver encouraged me to undertake a PhD part-time with my lecturing. I was about the third engineer to graduate with a PhD in engineering. In 1968 I enjoyed a six-month study leave at Torry (fisheries) Research Station, Aberdeen, Scotland where another chance meeting had a considerable impact on my career. Dr June Olley married a Tasmanian and came here to lead the CSIRO Food Research Unit in Stowell Avenue. What had started as a study of the Torry (fish drying) Kiln led to joint research on abalone drying and a major grant from the Australian Centre for International Agricultural Research (ACIAR) for a study of fish drying and spoilage in Indonesia and other Asian and African countries.

Inter-disciplinary research is a strength of this university, perhaps due to the collegiality springing from what was then the Senior Common Room and is now the University Club. My research on heat and mass transfer process was equally applicable to plants, and a long association with Professor Robert (Bob) Menary saw improvements in hop drying, poppy drying and essential oil crops. There was also more collaborative work with June Olley on microbial spoilage of food and the role of water activity. I applied the same mathematics and engineering approach to timber seasoning. Three masters and two PhDs saw the development of a model and application of hardwood timber seasoning that was ahead of anything else in the world at the time.

So what is it that makes engineering at the University of Tasmania special? What is it about this place that fostered my rewarding career and the careers of many exceptional engineers and leaders?



It can be attributed to the quality and dedication of the lecturing staff, to the relatively small size of the school, and to a commitment to breadth and hands-on training. The BE degree in my time as a student had three years of common course, with specialisation in the fourth year. This has been reduced, over the years, to three common semesters, but the University of Tasmania BE still has more breadth than most Australian engineering degrees. The vision of the early professors of engineering, Burns, Oliver, Newstead and Miller, ensured that the laboratories in the new Engineering Building on the Sandy Bay campus were spacious and well equipped. Civil engineering students were able to design, mix concrete and make beams that were tested to destruction. This followed on from the pioneering work of Sir Alan Knight, a University of Tasmania engineering graduate, who, as well as designing Hobart's floating bridge, invented the composite steel and concrete beam and was later the chief engineer of the Hydro Electric Commission. The 'Hydro' was a major employer of engineering students and graduates. It sponsored the University of Tasmania Power Laboratory and a high voltage test facility.

The engineering school has had its share of Rhodes Scholars including Dr Sergio Guidici who was responsible for the design of the Gordon Dam, and Dr Stephen Gumley who was the first Chief Executive Officer of the Australian Defence Materiel Organisation. Dr Jane Sargison's doctorate from Oxford University on the cooling of jet engine blades built on Dr Greg Waker, Prof Oliver and others' long association with Rolls-Royce and their research on the large (2m diameter) axial compressor in the school's aerodynamics laboratory. Jane was named National Professional Engineer of the Year in 2011.

The University of Tasmania has been my life, and still is. After an association spanning nearly 70 years I am at work every afternoon counselling students, engaged in research, and enjoying life on campus.

*About the author:* Dr Peter Doe BSc 1961 BE(Hons) 1963 PhD 1971 carried out research on heat and mass transfer applied to hops, timber and dried fish. He is a keen amateur musician, and former yachtsman and rugby player. Now retired after 39 years at the University of Tasmania as associate professor of mechanical engineering, he still helps out with casual lecturing.

### **English at the University of Tasmania – A History in Eight Professors *Ralph Crane and Ralph Spaulding***

Since its establishment in 1893 as the Department of Classics and English Literature in the Faculty of Letters, the English Chair has been occupied by just eight Professors. Four of these were born in the United Kingdom (William Henry Williams, Adrian Colman, David Lawton and Ralph Crane), two in New Zealand (Albert Booth Taylor and Murray Todd), and one in the United States (Lucy Frost). Only one (James McAuley) was born and educated entirely in Australia. Adrian Colman and Ralph Crane completed their doctorates in Australia, Colman at the University of New South Wales and Crane at the University of Tasmania. The New Zealanders, Taylor and Todd, completed postgraduate studies at Oxford and London

respectively. The longest serving Professors of English were Williams and Taylor, while Lawton remained in his position for only three years.

William Henry Williams (MA Camb) was appointed to the joint Chair of Classics and English Literature following his success as Head Master of Newington College, Sydney. He taught Literature singlehandedly from 1893 to 1925, but was assisted with Classics teaching when Robert Dunbabin was appointed to the staff in 1906 and eventually appointed Professor of the discipline in 1917.

Williams' undergraduate English Literature courses emphasised the history of literature from pre-Chaucerian times to the eighteenth century, and their focus was on philology and etymology rather than literary appreciation. The content of his courses varied little over thirty-two years.

During this period, Williams edited for publication works by John Dryden, Nicholas Udall, John Skelton, John Gay, Matthew Green and William Thackeray. He also edited an edition of Shakespeare's *The Tempest*. He was appointed Professor Emeritus in 1926, and continued an active interest in University affairs until a few years before his death in 1941 at the age of eighty-eight.

Albert Booth Taylor (MA Oxon) was Professor of English from 1926 to 1956. Following active service in World War One, Taylor won a Rhodes Scholarship to Oxford and on graduation lectured in English at the universities of Leeds and Durham. He assumed the Chair of English at the University of Tasmania at the age of thirty and taught all areas of English unaided for a decade until Cornelius McShane, one of his former students, was appointed Assistant Lecturer in 1935.

Taylor changed the English courses offered by his predecessor significantly, introducing literary criticism to the undergraduate programme and placing greater emphasis on literary appreciation. He extended the traditional study of literary history from Anglo-Saxon times to incorporate twentieth-century prose, poetry, and drama.

Such a variety of units was made possible by the three new appointments, including Joyce Eyre in 1947 whose innovative course on Australian literature is now recognised as the first year-long and discrete unit on Australian literature offered at any Australian university.

Taylor published four texts during his occupancy of the Chair, two on Middle English Romances, and editions of Shakespeare's *Merchant of Venice* and *Macbeth* for Oxford University Press. He was a colourful, stimulating and sometimes controversial lecturer, who played a very active role in university administration. The University appointed him Professor Emeritus on his retirement in 1956. He died in 1971.

Francis Murray Todd (MA NZ, PhD London) was appointed to the Chair at the beginning of 1956 following several years as Senior Lecturer in English at the Australian National University. At the age of thirty-one, he was the youngest Professor on the University staff at the time of his appointment. His impact on the direction of English at the University and on University affairs in general was curtailed by his unexpected death in December 1960.

Todd maintained Taylor's general organisation and content of English courses at the undergraduate and graduate levels, and had Todd continued in the Chair it seems certain that Australian literature would have featured more prominently in his courses, given his published research on writers such as Vincent Buckley, Bernard O'Dowd, David Campbell, and Henry Lawson.

Todd's one published text during this period was his *Politics and the Poet: A Study of Wordsworth* (1957).

Perhaps Todd's greatest legacy to both the English Department and the University was the appointment of James McAuley as Reader in Poetry towards the end of 1960. This appointment was the first of its kind in an Australian university.

James McAuley (MA, DipEd Syd) was appointed to the Chair of English in 1961 and remained Head of English until his death in October 1976.

From 1964, Australian writers again featured in the undergraduate programme, and from 1971 Australian Literature again formed a discrete unit of study for second-year students and subsequently for first-year students.

In 1963, with the support of the University, McAuley founded the journal *Australian Literary Studies* which celebrated its fiftieth year of operation in 2013. Also in 1963, the directors of the *Examiner* newspaper donated an Albion printing press to the University which became an essential tool for bibliographical studies. The first text printed on the press was *Poems in Honour of James McAuley*.

McAuley was an inspiring teacher who had a significant influence on the development and writing of many of his former students. He was elected President of the Australian Association for the Teaching of English in 1971 and served for periods as Chairman of the Professorial Board and Acting Vice-Chancellor. He was appointed a Member of the Order of Australia in 1975.

His publications while Professor of English included a monograph on Christopher Brennan, the long narrative poem *Captain Quiros*, *A Primer of English Versification*, three selections of his poetry—*Surprises of the Sun*, *Time Given* and *Music Late at Night*, a volume of essays titled *The Grammar of the Real*, and the critical anthology *A Map of Australian Verse*.

Adrian Colman (PhD NSW), McAuley's successor, was appointed in 1978 following an interim period where the English department was without a Chair. Colman built on a developing interest in theatre studies, encouraging drama on campus, and being actively involved with the construction of the black box Studio Theatre. He also enabled significant developments in contemporary literary studies without dismantling the successful programme developed during the McAuley era. Colman supported the establishment of Women's Studies at the University of Tasmania, both as an area of study in its own right and as a complement to established disciplines (as well as significantly increasing the number of female appointments in the department).

During his term as Chair of English Colman edited several new editions of Shakespeare's plays, notably *King Lear* and *Henry IV, Part 1* for The Challis Shakespeare, and he was a key figure in establishing the Australian and New Zealand Shakespeare Association (ANZSA) in 1990.

More than two decades after his retirement, Colman is an active member of the University of the Third Age.

David Lawton (MA Oxon, PhD York (UK)) appointed in 1993, resigned after a very short tenure in 1995 to continue his academic career first in Britain and then in the United States. Lawton's key developments included increased community engagement activities such as 'Writing Australia', a series of evening talks by contemporary writers, and the introduction of what would be a short-lived programme in cultural studies and a much more enduring one in creative writing.

Lawton's book *Blasphemy*, which explores blasphemy and Western cultural identity, was published shortly after he took up his post.

Lucy Frost (MA Roch, PhD Roch) appointed in 1996 was the first female Chair of English in the department's over 100-year history. Frost brought fresh interest in American literature to the programme, as well as fostering further developments in Australian literature, which saw then staff member Philip Mead introduce a unit on Tasmanian literature in 2000, and in Women's Studies.

Frost was the last Chair of an autonomous English Department. A merger with European Languages in 2007 led to the formation of the multidisciplinary School of English and European Languages and Literatures. Perhaps the major development of Frost's tenure came six years later with her championing of a Journalism programme (first suggested by the Australian Journalists Association, who unsuccessfully tried to interest the University in a diploma for journalists in 1920) and the formation of the School of English, Journalism and European Languages. Her key initiative was the formation of the internationally recognised Centre for Colonialism and Its Aftermath (CAIA) which was formally gazetted in 2004 with Frost and Cassandra Pybus as its inaugural co-Directors.

On her retirement in 2009, Frost was appointed Professor Emeritus as a mark of her distinguished service to the University and her continuing involvement in research.

Frost's publications during her term as Chair of English, including the co-edited book *Chain Letters: Narrating Convict Lives*, which won the 2004 Kay Daniels Prize, were interdisciplinary in nature and marked by a desire to bring pure basic research into contact with applied research, particularly in the field of female convict lives.

Ralph Crane (BA Wales, MA Vic (BC), PhD Tas) was recruited from New Zealand in 2004 as Associate Professor of English and Head of the School of English, Journalism and European Languages. He was appointed Professor of English three years later, in 2007. Crane led the English programme through a decade of considerable change which included a major revision of the undergraduate curriculum to focus on the early-modern period to the present day, as well as the restructure of the Faculty of Arts which positioned English in the new School of Humanities in 2013.

To date Crane's publications as Professor of English include numerous book chapters and journal articles as well as eleven books, most of which fall within the broad field of colonial and postcolonial literatures. Five of these books are scholarly editions, including co-edited editions of Flora Annie Steel's *The Complete Indian Housekeeper and Cook* and R M Ballantyne's *The Coral Island*. He also co-edited the first comprehensive collection of Tasmanian short fiction, *Deep South: Stories from Tasmania*.

*About the authors:* Professor Ralph Crane, PhD (1990), worked at the University of Otago and the University of Waikato in New Zealand before taking up his current position at the University of Tasmania in 2004. He publishes extensively in the fields of colonial and postcolonial literatures.

Dr Ralph Spaulding, PhD (2005), is a former high school Principal and Assistant Secretary of the Tasmanian Education Department. He is a University Associate with the University of Tasmania School of Humanities and researches the history of the teaching of English within the University.

### **Environmental Science: From the Pedderists to the Sustainers - Environmental Activism and the Activity at the University of Tasmania** *Jamie Kirkpatrick*

Once upon a time, a long, long time ago, in the centre of the wild southwest of Tasmania there was a scientifically and scenically outstanding oblong, dark and shallow lake, formed by the outwash from long gone glaciers and defined on its leeward side by a broad beach with its own special sand dune. Species found nowhere else were discovered in its waters and the surrounding boggy buttongrass plains. Saving Lake Pedder from the Hydro was the lost cause of the early 1970s, a cause that was to awake the upper middle class beast of environmental activism in a Tasmania somnolent from the success of hydro-industrialisation.

In the early 1970s, the University of Tasmania was starkly and startlingly new and ugly on its Sandy Bay Rifle Range site, with the redeeming features of its Mt Nelson bush back yard,

beautiful dry eucalypt forest replete with honeyeaters and rare small marsupials, and its view over moored yachts to the Derwent. There were no outliers of empire, much less the archipelago of today. The Menzies era expansion of tertiary education had filled staff rooms with young academics from the rest of Australia and Great Britain, mainly the latter.

When I was interviewed for a lectureship in the Geography Department in 1971, Professor Sam Carey from Geology interrogated me on Lake Pedder. I prevaricated and got the job, later to realise that the context for his questioning was the conservation-directed activities of a group of young academics in departments of the University that did not have a direct interest in economic development, but rather were disturbed by its potential consequences. Dick Jones from Botany, Sam Lake from Zoology, Ralph Chapman from Government and Tony Finney from Chemistry were among the most active of many. Professor Harry Bloom of Chemistry had recently shocked the Tasmanian establishment by measuring and publicising the industrial heavy metal contamination of the Derwent River Estuary. In earlier days he would have been run out of the State. However, the Tasmanian establishment had lost its power over University staff as a consequence of the Orr case, a power not to be regained until very recently. They could not do anything much about Harry, or, later, Dick, as he helped form the United Tasmania Group, the first green political party in the world, far from his Country Party roots in Queensland.

Academics from all around the campus created, and taught in, a multidisciplinary Centre for Environmental Studies, run for most of its brief history by Dick Jones. The initial aim of the Centre was to upgrade the knowledge of environmental issues possessed by those already working. Students produced joint theses on environmental topics. The Centre was in the forefront of conservation debates, envisaging energy efficient futures for Tasmania, critiquing the economics of forestry, defining and mapping wilderness and promoting environmental impact assessment. Most students and staff were politically active.

Although the Tasmanian establishment had little control over an academic-run, Commonwealth-funded university, any university is, to a large extent, a reflection of the society it purports to serve. There was ambivalence in the university about the Centre, reflecting the developing polarisation of the Tasmanian population into 'greenies' and 'rednecks'. The Centre was reviewed, time after time, despite such reviews being unusual events in the 1970s and 1980s. When, in 1987, the accidental death of Dick Jones coincided with an arbitrary down-valuing of postgraduate students, the Vice Chancellor, Alec Lazenby, decided on a merger between the Centre and the Geography Department. The merger was resisted by the many supporters of the Centre, who, by then, included Labor and Green politicians, as well as by most geographers. Only a few votes separated the yeas and nays on both Professorial Board and Council.

Alec was not an anti-green. After I was appointed the inaugural (and only) Professor in Geography and Environmental Studies in 1988, he protected me against pressure from the forest industries. However, he felt that environmental teaching and research should not be concentrated in one centre, but incorporated in education as a whole. He wanted undergraduate teaching to be extended in the environmental area.

A BA/BSc major in Geography and Environmental Studies was developed and proved highly popular. A new VC, Don McNicol, developed University themes, one of which was Environment and Wilderness. A Bachelor of Natural Environment and Wilderness Studies served this theme, attracting many students from the mainland. Environmental units proliferated across the University, from the Art School to Engineering, as did environmental research of all kinds.

Environmentally-inclined students of the University helped create the Wilderness Society, *Still Wild, Still Threatened* and the *Source Wholefood Co-operative*. They were arrested protesting on the rivers and in the forests. They fought against GMOs. They worked for sustainable transport. They removed virulent weeds from wild places. They filled the environmental bureaucracies and consulting firms, became Green and Labor politicians, and agitated from within NGOs. The little University of Tasmania had become a global environmental innovator and an epicentre of environmental debates.

The success of environmentalist agendas in Tasmania has been spectacular. In the area in which I have contributed to knowledge, I have seen protected areas extend from 5% of the State to more than half of its area, wilderness transforming from a redneck swear word ('The only wilderness is between a greenie's ears') to an advertising slogan, rainforest from a waste of space to sacred ground, and the idea that we should think about future consequences of present actions accepted, if not acted upon, by all sectors of society. Today's political conservatives are more radical green than the greenest students and academics in the early 1970s.

Although the staff and students of the University of Tasmania may be less influential in global environmental discourse than they were in the late twentieth century, they are still strongly engaged in the great environmental issues of our time, such as sustainable transport, prevention and mitigation of climate change, the green city, and sustainable agricultural, forestry and marine harvesting systems. Bicycle sheds arise and Sustainability Committees sit, while classes are taught in 'Understanding Climate Change'. Trees hide the ugly 1960s buildings, but the University bush, so important in natural science teaching, is insecure, in insecure times. Those who enthusiastically adopt a sustainability discourse do not necessarily subscribe to the protection of 'natural' environments, which was the main motive in the fight for Lake Pedder and the old growth forests. It is easier to turn off lights than forego development opportunities.

The creative tensions between brown and green environmentalism, and environment and development, could find no better place to resolve than the University of Tasmania, where a deep love for local land and landscape characterises most of those who make up our almost venerable institution, where tolerance of difference prevails and where a mere glance outside the window takes one into the wild and mysterious.

*About the Author:* Distinguished Professor Jamie Kirkpatrick, BA (Hons) PhD Melb, DSc (Tasmania), OAM, has directed his research towards providing a scientific basis for the reservation and conservation management of plant species and communities. He has also worked on the politics of environment and the quantification of intangible values, such as

wilderness and scenery and the interactions between cultures, societies, politics and nature conservation.

### **A History of History at the University of Tasmania** *Michael Roe*

Among the three academics first appointed to the University was William Jethro Brown, his field law and modern history. Brown, born in South Australia in 1868, proved a brilliant student at Cambridge. He became a protégé of FW Maitland, whose studies in legal history had rare success in revealing human and social dynamics of change. Brown upheld that heritage, and was further notable in seeking positive interaction with students. The history he taught was overwhelmingly British, imperial and constitutional aspects strong; modern European history had its place, while Brown also offered courses in ‘political science’ and ‘political economy’. His *A New Democracy* (1899) argued for Federation and proportional representation as capable of driving a vital, creative Australia. A I Clark was an intimate of Brown’s, and his best student, AE Solomon, became Premier of Tasmania 1912-14. Solomon was first, and long the only, student to proceed (by further coursework) to Honours in History.

Brown departed Hobart in 1900, to be succeeded by Dugald Gordon McDougall, boasting high credentials from Melbourne and Oxford. His dominant interest was in law, but he continued teaching to Brown’s pattern until the coming in 1917 of Herbert Heaton, a young Briton. Heaton taught both economics and history, within the University and—via the Workers’ Educational Association—beyond it. That outreach chimed with Heaton’s radicalism, which led him to challenge patriotic opinion concerning the War. In 1917 Heaton left Hobart, duly to win international repute. Such was also the lot of his successor, New Zealander D B Copland, but altogether as an economist. Under this pair economic history gained its separate course, while imperial history became a history of the colonies—even unto Tasmania.

Copland carried the history-economics load until appointment in 1920 of Charles Stanley King—a local graduate (in Classics) who as Rhodes Scholar gained an Oxford history degree, a sportsman in peace and hero in war. King spent the next thirty-seven years teaching history; ever assiduous and scholarly—yet pursuing no research—he achieved Professorial rank in 1935. The established courses were broadened, thus including Japan and the USA. First-class achievers among King’s twenty or so Honours/MA students were Irene Kerslake and Joyce Eyre Phillips, both otherwise distinguished. Phillips and a very few others qualified in part with research essays on Tasmanian topics.

King had no full-time assistance until 1945-6 when joined by New Zealander George Wilson and Yorkshireman Wilfred Townsley. By 1947 courses were re-structured, with European history expanded and Britishness reduced to its imperial outreach, while Townsley developed Political Science (which had ever retained some place in the Department) and Wilson fostered Asian studies. This last development then had few Australian counterparts; Wilson’s students included Stephen FitzGerald, Australia’s first ambassador to communist China. Townsley established an autonomous Department in the mid-1950s and from 1960 Wilson became Warden of Hytten Hall, while continuing part-time within History. Meanwhile (1950) a third dynamic newcomer, local graduate Malcolm McRae, had joined the Department, from 1958 teaching an Australian history course that supplanted British imperialism. (McRae died, aged 47, in 1974.) The 1950s saw several students presenting fine theses for new-style MA



qualification; most were on Tasmanian topics with women (Shirley Franks Eldershaw, Anne McKay Rand, Barbara Richmond Hamilton) dominant, but including Lloyd Robson, of future eminence; aside that loop stood Peter Reeves whose Indian studies (first with George Wilson) led him to a chair at the University of Western Australia. The late-1950s introduction of a fourth, 'honours' year in the Arts degree, deepened special studies. Then too was appointed a Departmental Research Assistant, first Janet McRae Pretty, then Anne McKay Rand and Mary Nicholls. Townsley and McRae were active in establishing the Tasmanian Historical Research Association (1951), thereby linking academic concerns with the recently-established Tasmanian State Archives and broader community interest.

Appointed to the chair of History on King's retirement in 1956 was John McManners, an Oxford man with abilities that were to elevate him to a Regius chair there, his specialty 'early modern' France. McManners stayed in Hobart only until 1960, one reason for departure being University Council's obstructing, on political grounds, a particular appointment to his staff. European history now became central part in course offerings. The years ahead saw two further short-term Professorial tenures—of Douglas Pike (1961-3) and Gordon Rimmer (1964-9). These were years of greatly accelerating enrolments, and so of lecturing staff. As was ever to continue, some newcomers left relatively soon, but others stayed until far-off retirement: Michael Roe, primarily an Australianist but to publish and teach more widely, with repeated terms as Department head—and now marking fifty-five years' attachment; Kit Liew, first coming to the University as a Colombo Plan student and proceeding to an Australian National University doctorate, duly a book, in early twentieth-century Chinese radicalism; Richard Davis, whose prolific and impressive publications echoed his Irish background and included much Tasmaniana, one item being the University's centenary history; Richard Ely, particularly interested in historiography and secular radicalism, his heroes including Inglis Clark and Lionel Murphy; Frank Wilcox, of North American background, deeply read across many areas and selfless in commitment; Asim Roy, author of a profound work on medieval Islam, who won further acclaim for latter-day Islamic studies. Of ever-growing impact up to her resignation in 1987 was Kay Daniels, an enthusiast for 'history from below' and for feminism; she established the Centre for Tasmanian Historical Studies within the Department.

In 1971 the Department at last achieved long-term Professorial leadership in Barrie Rose, his French Revolutionary studies to include a surpassing biography of Gracchus Babeuf. Rose came immediately from the University of Sydney, as did Maida Coaldrake—but she was a Tasmanian graduate from Charles King's middle years, while now having an enthusiasm for Japanese history that suffused her teaching and made her (like Richard Ely) an early PhD from the Department. In the mid-'seventies too Peter Chapman, another local graduate, began his enduring contributions to Tasmaniana. By then medieval history had entered the syllabus, its chief teachers Rodney Thomson and Michael Bennett. The semester system adopted in the later 1970s prompted a continuing trend for courses, especially beyond first year, to pursue specialised depth rather than overview.

Thomson temporarily left the Department further to embellish his international fame, especially as editor of medieval texts, but all others now mentioned were stayers until retirement. Bennett emulated Charles King's length of service, including long spells as Departmental head, while in teaching and publication achieving rare breadth and quality. Roe,

Thomson, Davis, and Bennett joined Rose in Professorial status (new rules facilitating promotion), and all five won election to the Australian Academy of the Humanities. These scores, in ratio to the Department's size, were probably unique nation-wide. They witnessed scholarship of highest order, a supreme pride of the University.

Among erstwhile students was Neal Blewett, Rhodes Scholar, Professor of Political Science at Flinders University, and then acclaimed federal Minister of Health. Further to achieve academic distinction were not only Lloyd Robson and Peter Reeves but Stephen Alomes, Maurice French, Philip Hart, Beverley Hooper, Peter Howell, Marilyn Lake, Henry Reynolds, and Grant Rodwell. Alison Alexander re-cast her Honours thesis (on Mary Grant Bruce) as the first book in a mighty richness of free-lance writing, while Richard Flanagan fused history into his powerful fiction. George Nichols and Ross Gibbs each became Director of National Archives. Distinguished school teachers included Ross Butler, Alison Grant, Bruce Poulson, Rodney Radford, and John Williamson. Several erstwhile students joined the post-1970 surge of white-collars into State Labor governments: two such 'honours' people were Neil Batt and Fran Bladel, while 'majors' included Premiers Harry Holgate and Michael Field. Another 'honours' graduate, Christine Milne, led the federal Greens.

Turn-of-century years saw major changes. Chief among these was decline in enrolments and staffing. Bennett's retirement in early 2014 marked an era's close and left staff numbers much as fifty years before. The 1991 amalgamation entailed problems, northern historians sometimes feeling that southern colleagues resisted change. History also had a place at Cradle Coast campus. As Peter Davis's chapter further tells, History and Classics coalesced in 1996, duly becoming a 'School'. Asim Roy and Kit Liew contributed in the University's Asia Centre from 1989, Roy its achieving director 1993-98, but subsequently Asian history withered. A recent decree has ended School secretaryships, and so a tradition burnished for History by Joan Thorpe, Oenone Grange, June Baldwin, Diane Caulfield, Kati Thomson, Lyn Rainbird, and Lyn Richards ended.

Fear arises that humanist study can have but marginal place in the post-modern University, yet brighter passages offered. Regional tensions eased, and northerner Tom Dunning proved an effective head of School 2007-13. Another northern appointee (initially) was Hamish Maxwell-Stewart, notable for researches into convictism. Socio-economic historian Pamela Sharpe added to the Professorial Academicians 2007-13. Joining staff in 2000 was Stefan Petrow, another local graduate, who began ever-burgeoning contributions to Tasmaniana before taking a Cambridge doctorate—on morals-policing in Victorian Britain, duly published by Oxford University Press. Gavin Daly and Elizabeth Freeman wrote major monographs (*The British Soldier in the Peninsular War; Narratives of a New Order: Cistercian Historical Writing in England, 1150-1220*), while respectively teaching modern and medieval Europe. Although undergraduate numbers declined, more students pursued research degrees, especially on Tasmanian and medieval subjects. The future awaits, comprehensible only after becoming history.

*About the author:* Emeritus Professor Michael Roe, MA (Melbourne and Cambridge); PhD (ANU), was born and bred in suburban Melbourne. He spent the years 1949-60 in tertiary education and seeing the wider world. From 1960-76 he taught history at this University, and then and thereafter published various works, probing such matters as the role of ideas in

shaping Australian society, populist politics in Victorian England, British-Australian relations between the wars, and various Tasmanian topics.

### **On-line History at the University of Tasmania** *Dianne Snowden*

Family history is much more than a pedigree chart with names and dates. The history of a family is inextricably linked to the history of its time and place. Part of the appeal of family history is discovering how your family lived and how different their world was.

I first became interested in family history when I was a young teenager. I spent a lot of time with my paternal grandmother, who was what we would probably call a ‘sticky-beak’ – she took a great interest in the lives of those around her. She had an ordinary dog-eared exercise book with batter-spattered recipes at the front and a list of names and dates at the back. At the time, those names and dates meant nothing to me – but 40 years later I can place everyone! The only other family history treasure in her family was a big old Family History Bible – which had a list of names and birth dates of her family who migrated from Ireland in 1840, the county they came from and their date of arrival. For a labouring family with only rudimentary education I felt privileged to have even this much.



Dr Dianne Snowden with some of the sources used in Family History.

When I was an undergraduate at the Australian National University, I majored in Australian History. One day in the library I came across a book about the district in which I was born and grew up. It mentioned a man simply called ‘Old Snowden’. This fuelled my curiosity – who was ‘Old Snowden’ and why didn’t he have a first name? I eventually found out that his

name was Joseph, he was a farm worker, and he was my great-great-grandfather. From that moment, I have had a deep passion for social history, what we called in the 70s 'history from below', and local history. Family history provided the foundations for both of these. And then as I delved further into my family history I developed an enthusiasm for convict history – not that I had much choice with 20 convicts perched on my family tree ...

In 1984, I did my first Adult Education course in family history, joined my first family history society, and then started teaching family history, writing about family history and presenting at conferences.

I was one of the first to introduce family history skills and resources into academic work, and did so in my doctorate, 'A White Rag Burning' (University of Tasmania, 2005), which traced the post-sentence lives of a group of Irish female arsonists. At the time, there was still quite a bit of condescension shown towards family history methodology; family historians were commonly depicted as amateur hobbyists. I continue to use family history techniques in my academic and community historical research. My forthcoming publication, *Van Diemen's Women*, to be published by The History Press Ireland in 2015, relies on family history techniques.

Since 2005, there has been significant shift in the acceptance of family history methods and techniques in the academic world, particularly in the area of convict and migration studies. Today, the skills of many family historians, their active and rigorous pursuit of archival evidence, their understanding of record-linkage and their determination to explore individual lives hidden from history, contribute significantly to academic history. Furthermore, enthusiasm for family history has generated a proliferation of easily-accessed digital records electronically – benefitting not just family historians but also the wider research community. The recognition of the significance of our convict records, inscribed on the International *Memory of the World* Register in 2007, is an example of this.

In December 2014, the University of Tasmania introduced an innovative and highly successful online unit, *Introduction to Family History*. More than 1000 students enrolled from all around Australia with a handful of Australian residents living overseas participating as well. The unit covered the basic principles of family history research, methods and techniques and introduced students to a range of family history sources. A second unit was run in 2015.

The unit demonstrated that family history is more than a hobby and that there are many in the community who are serious family history researchers keen to learn new skills. For some, it provided a window into an unfamiliar academic world and delivered a pathway to future university study. Flexible ways of higher education learning allow a greater number of students to access courses like *Introduction to Family History* and experience the mysteries of university life. At the end of the unit, many were keen to continue to study and to acquire broader historical skills and qualifications, particularly in the area of family history and history.

After many years of family history research and teaching, I am convinced that knowing about your past and where you came from can be important in understanding who you are today. Of equal importance, family historians, by exploring the social, economic, political, and geographic context of their ancestors' lives, are introduced not only to an understanding of the past but those factors which shaped it.

Family history is a legitimate academic discipline, not just a contributory one. Scholars of the marginalised and 'ordinary people' have pioneered the acceptance of family history, continuing the tradition of social historians and 'history from below'. There is now recognition of the value of individual life stories to wider historical research: recent ANZAC research exemplifies this.

Family history has the potential to revise conventional approaches to history as well as reinterpret traditional historical narratives. Family history is more than a hobby. It provides a bridge to the past and a radical approach to the study of history.

*About the author:* Dr Dianne Snowden, PhD 2005 (Tasmania) is a lecturer in Family History in the School of Humanities. Former Chair of the Tasmanian Heritage Council, Dianne is active in community history circles. She is founder and convenor of the Friends of the Orphan Schools and is an Executive Member of the Female Convicts Research Centre. She was the first Tasmanian to receive a Diploma in Family Historical Studies through the Society of Australian Genealogists (1989).

### **Journalism Media and Communications Discipline at the University of Tasmania *Nicola Goc***

In 1999 the University of Tasmania introduced Journalism and Media as a discipline within the Faculty of Arts. The program was headed by former *Sydney Morning Herald* journalist and crime writer Lindsay Simpson, and within a year had attracted journalists Nicola Goc and Graeme Phillips. Within a few years journalists Liz Tynan and Libby Lester joined the program. Many journalists worked as sessional tutors in those early days including wine and beer writer Willie Simpson, arts journalist Elizabeth Delaney, ABC producer and journalist Sara Gillman, and journalists Claire Konkes, and Nicole Price. Within a few years the program expanded to include new staff members, media academics Jason Bainbridge, Michelle Phillipov and Craig Norris and former ABC documentary producer Kate Nash and former foreign correspondent John Martinkus.

Many of the State's and several of Australia's leading media professionals have graduated from the program and now work across journalism, media and communications in varied roles as political reporters, editors, photojournalists, film makers, environmental journalists, animators, and public and media relations practitioners. The program has expanded to include Honours and post graduate study including a very successful post-graduate Masters by course work program, which has attracted a significant international and national cohort of graduates.

The program was recognised early both nationally and internationally for the quality of its teaching and research. In 2003 the program was ranked number one in teaching nationally and in 2012 the program's research in Journalism received top-ranking in Australia in the Excellence in Research Australia 2012 (with only one other university). Quality of research was measured as 'above world standard'.

News journalism has been forced to adapt and evolve in the digital age opening up new opportunities for understanding what it means to be a communicator of news in the 21<sup>st</sup> century. This new environment has led to a broader focus within the discipline on the evolving world of global multi-platform media and communications. Journalism, media and communications remain central to contemporary life, informing everything from politics to entertainment, sports to finance. Journalism Media and Communications at the University of Tasmania continues to combine analysis of the media industry, practices and texts with the provision of practical journalism, media and communication skills, equipping our graduates with the media knowledge and practical skills required to work in both journalism and media-related work, as well as many other careers that value media literacy and experience.

In 2015 Journalism academic Professor Libby Lester is the discipline coordinator. Professor Lester has played a significant role in guiding the program through its development and growth to be what it is today: one of the nation's leading journalism, media and communications programs. In 2015 the program boasts a staff of eight: Libby Lester, Nicola Goc, Craig Norris, Michelle Phillipov, John Martinkus, Katrina Clifford, Donald Reid and Kathleen Williams.

*About the author:* Dr Nicola Goc is a Senior Lecturer and Honours Coordinator in Journalism, Media and Communications. Prior to joining UTAS she had a career in news journalism and social history writing and she continues to be a regular speaker on social and cultural history on ABC radio. She is currently working on a project, 'Snapshot Photography, Female Subjectivity and the Tasmanian Migrant Experience' which is funded by a Tasmanian Community Fund Grant. An exhibition is planned for the Tasmanian Museum and Art Gallery in early 2016. In 2014 Nicola was a Research Fellowship at the National Sounds & Film Archive as part of this research.

### **Launceston Art School: Five sites, Seven Heads, Forty-three Years    *David Hamilton***

In 1972 a Department of Art was established in the Tasmanian College of Advanced Education (TCAE) at Launceston in the Technical College School of Art on Paterson Street. The School was operated under Udo Sellbach, Head of the Tasmanian School of Art, TCAE – Mt Nelson (Hobart). The department took over the training of full-time and part-time Art Diploma students from the Launceston Technical College, with one Senior Tutor in Sculpture and part-time staff in Ceramics, Painting, Drawing and Printmaking.

The first TCAE enrolments in Launceston were accepted in 1973 and a Lecturer in Gold and Silversmithing and Senior Tutors in Ceramics and Painting were appointed. The focus of the Launceston School was to be on Craft. In 1974 a Lecturer in Charge was appointed and a

Board of Studies set up and by 1975 the School offered the awards of Diploma and Associate Diploma of Arts: Art and Craft.

Student numbers were growing rapidly at the Paterson Street location, and the decision was made to relocate to a refurbished warehouse on the North Esk River at the site now occupied by Seaport.

Disaster struck on the night of January 30 1978, when the building known as the 'Woolshed,' housing the School of Art, was completely destroyed by fire. In the year following the fire, no new students were accepted into the School. Temporary teaching arrangements were made for students already part way through their courses at various temporary sites on the Newnham campus. Sculpture and Ceramics were taught at the lecturers' home studios.

In September 1978 the School was granted independence from the Art School at the Mt Nelson campus, a Head of School was appointed and a Fibres and Fabrics workshop established. The School of Art staff now consisted of two Senior Lecturers and three Lecturers, one part-time Lecturer, one Studio Assistant and one Office Assistant.

From 1979 all sections of the School were operating on the Newnham campus in temporary accommodation comprising a log cabin and a tin shed while a new permanent building was constructed. By 1980 the School had moved to new purpose-built accommodation with the uninspiring name of Building D, but with considerably improved facilities, outfitted with new equipment obtained partly through fire insurance monies. The School now had full-time staff heading up workshops in Ceramics, Design in Wood, Fibres and Fabrics, Gold and Silversmithing, Painting, Printmaking and Photography, and Sculpture as well as Art Theory.

During 1993, now part of the University of Tasmania, with growing student numbers and the recent acquisition of the Brooks High School site by the University of Tasmania, the decision was made to relocate to a \$4 million refurbished facility on the old high school site with nine full-time and three part-time academic staff, two office staff, one full-time technician and part-time assistants in all studios.

Professor Vincent McGrath, Head of the School from 1985-2009, oversaw the integration of art, theatre and music into the School of Visual and Performing Arts (2001) and was instrumental in moving the School in 2002 from the Newnham Campus to the Inveresk precinct.

*About the author:* David Hamilton was born and educated in Hobart, Tasmania. For 30 years until 2002 he was Head of Sculpture in the Fine Art program at Launceston. During his career in university education he has held the positions of Head of School, Deputy Academic Dean and Sub Dean at the School of Visual and Performing Arts.

### **Law: The Law School in the Fifties Including Three Chief Justices and Three Governors *Peter Heerey***

My first year was 1956. I joined a class of about 11. The whole Law School numbered about 60, including one female. The course was five years, two full time and three part time during which you worked as an articled clerk. Service as a Judge's Associate counted as a year of articles. In my final year I was fortunate to work as Associate for Sir George Crawford. One

valuable piece of wisdom was his aphorism ‘Don’t believe that just because something seems to make sense it’s therefore the law.’

In each year except second year you had to do an Arts subject. Also, three law subjects, Legal History, Roman Law and Jurisprudence, counted as Arts subjects and an Arts major. After completing your LLB you only need to do three more Arts subjects to collect a BA, which I did.

The Dean was Professor Robert Baker. He had been a Rhodes Scholar and had published what was for many years a leading text *The Hearsay Rule*, on a particularly thorny thicket of the law of evidence. He had been awarded the scholarship in 1939 but was involved in a student prank which involved putting up a phony bulletin outside the *Mercury* offices announcing that German forces had crossed the Polish border at some unpronounceable place. Of course this turned out to be sadly prescient. Anyway the war prevented Bob going to Oxford and he served in the Navy. After the war apparently certain people in high places would have withdrawn his scholarship, but fortunately wiser heads prevailed.

Enid Campbell, fresh from Duke University, North Carolina, was at the outset of a brilliant academic career. She took us for Criminal Law tutorials, one of which involved (hypothetical) strange activities on a student river trip on the *Cartela*. One of our students was from Fiji and every now and then would regale the class with some exotic account prefaced by the observation ‘We had a strange case in Fiji recently.’

Another lecturer was Bob Roulston who took us for Contract Law. He had seminars which assumed that he was a solicitor, Mr Tasman, and we were his Articled Clerks. Mr Tasman was very strong on local legislation but needed help on common law. So we would be given a hypothetical problem and asked to provide advices the following week.

The first time this happened, Bob commenced by asking one of us to provide the answer. My friend said: ‘It all depends on the facts and circumstances of each particular case.’ I was pretty impressed at this. But Bob shook his head sadly and replied: ‘But this *is* the particular case.’ Not a bad guide to the practice of the law.

The Law School was in the main University building, then backing on to the Domain. There was one small lecture room. The law library was in a small annexe off the main library. There was one table, a free standing book stack, and shelving around the room. Because it was closed off from the main library, the usual tranquil library decorum did not prevail. To while away the time sometimes students would endeavour to clamber around the room on the shelves without touching the floor.

On another occasion one student burst out through the main library waving a pair of pants followed by another with pants rolled up and some sort of covering (a towel I think) shouting ‘Bring back my pants.’ The diligent students of history, classics and political science in the main library looked on in with what would now be called shock and awe.



The year ahead of us included no less than three students who went on to become Chief Justice and later Governor of the State: Sir Guy Green, William Cox and the late Peter Underwood. An achievement unequalled in Australia and probably anywhere else.

In about 1958 the Law School moved to the Sandy Bay site, first to what are now apartments abutting Sandy Bay Road and later to a place in the Engineering building. The present home of the school came much later.

All in all very fond memories.

*About the author:* The Hon Peter Heerey, AM QC, BA BLLB (Hons) (Tas), recalls his student years from the vantage point of a distinguished legal career.

### **Leading the Way: the University of Tasmania Law School...*Charlotte Hunn***

Since the 1970s, eight female undergraduates from the Faculty of Law at the University of Tasmania have become law deans in Australia. The role of a law dean is multifaceted and demanding. It requires a high level of academic integrity and business acumen, but it also provides an almost unrivalled opportunity within a law faculty, to inspire those around you. The lives of these women are remarkable for many reasons but, in focusing on a shared aspect of their stories, their role as law deans, this article highlights the importance of leadership and the relationships that nurture leadership.

In 1993, in a long string of firsts, Professor Kate Warner (now her Excellency Governor of Tasmania) became the first female dean of the University of Tasmania's Law Faculty. However, Professor Warner was not the first female graduate of the Law Faculty to become the dean of a law school. That distinction was achieved, over twenty years earlier, by another Law Faculty alumna, Professor Enid Campbell, who in 1971 took on the role of Dean of Law at Monash University, becoming Australia's first female dean of law.

Reflecting on her time as Dean, Professor Warner describes herself as 'an accidental dean' stating, 'It had never been my ambition to become dean, but I was encouraged by Professor Don Chalmers and the other members of staff. As both a senior academic and a woman I believed that it was important, symbolically, to take on the role.'

However, during her time as Dean, Professor Warner achieved much more than mere symbolism. Under the stewardship of both Professor Warner and Professor Chalmers the Law Faculty was a place in which female academics were encouraged and supported.

As Professor Chalmers explains, 'In the early 1980's research was becoming very important and became part of our planning. This encouraged us to think about where we wanted to be in the future. The faculty had always had a very good reputation. We needed to appoint new staff in the areas we wanted to develop into. At this time a number of women came back from practice to pursue research. They fitted into our overall plan. I think academics are only in the business of polishing diamonds; some diamonds applied – and we expanded.'

The thriving collegial nature of the Law Faculty was also, Professor Chalmers recalls, about ‘Building an environment where people wanted to go to work, which I think we created.’ Of particular importance, were the relationships between staff and students. ‘Because we were a small law school,’ says Professor Chalmers, ‘this invited much closer relationships between staff and students, and less formality. We encouraged our academics to get to know the names of our students, and interact with the student body – we were not academics with closed doors – we were in the business of supporting the next generation.’

Reflecting this ambition, Professor Warner and Professor Chalmers took an active interest in the welfare and careers of their students. Professor Paula Baron, who has held the role of Dean of Griffith University and Head of School at La Trobe University recalls, ‘the Faculty was small and always felt like a family – staff were very supportive of one another.’ On a more personal note, both Professor Wendy Lacey, Dean of Law at the University of South Australia, and Professor Sandra Berns, who has held the position of Dean of Law at Griffith Law School, remember the efforts of both Professor Warner and Professor Chalmers. ‘[Professor Warner] was wonderful in helping me through a difficult stage of my life’, recalls Professor Lacey, ‘and [Professor Chalmers] provided me with great advice at a critical stage of my career. I have great respect for both.’ Similarly, as Professor Berns recalls, ‘[Professor Chalmers] certainly went out of his way to mentor me and provide encouragement during my early years, and some of his suggestions gave [me] an opportunity to hone leadership skills while still a relatively junior academic’.

However, the Law Faculty was a special place not simply because of the mentoring that Professor Chalmers and Professor Warner provided to staff and students. It was also, as Professor Margaret Otlowski the present Dean of the Law Faculty explains, about how they undertook their roles: ‘I remember in first year law, [Professor Chalmers] spoke to you as if you were an equal, planting the seeds of support and encouraging you to strive to be the best you could’.

The desire to create a thriving Law Faculty continues today. Recalling her own appointment to the role of dean in 2011, Professor Otlowski notes, ‘Both Professor Chalmers and Professor Warner were hugely influential and inspiring mentors’. And, continuing in the tradition of strong female role models, Professor Otlowski, along with Professor Warner, inspired others. Professor Maree Sainsbury, Dean of the University of Canberra recalls from her undergraduate years, ‘both women were impressive examples of high achieving women [who were] very dedicated to their teaching and students, as well as excellent researchers and leaders’.

A law faculty is, however, more than just one, or even two people. Reflecting this, Professor Baron, recalling her time at the Law Faculty states, ‘there were many excellent female role models who were generous with their time and expertise to more junior colleagues’. For Professor Lacey, there were a number of other staff members who played significant roles in contributing to the positive and supportive culture of the Law Faculty. ‘I have very fond memories of my time at UTAS, including of former and existing academics such as Ryszard Piotrowicz, Sam Blay, Terese Henning, Rick Snell and Val Haynes – each of whom played an important role in helping me to realise my own potential at different stages of my studies and career’. And the support did not end upon graduation, as Professor Lacey continues, ‘I would never have achieved what I have without the support of academic mentors like Terese Henning and Ryszard Piotrowicz, who encouraged and supported me at critical moments in my career, and actually still do!’

The quality of relationships nurtured at the Law Faculty is characterised by the ongoing relationship between Professor Baron and Professor Berns. Professor Baron explains, ‘My greatest influence [during my time at the Law Faculty] was Professor Sandra Berns who was initially my teacher at undergraduate level, then my LLM supervisor, then my mentor, co-writer and a dear friend.’

To be appointed to the position of dean is a significant achievement, both personally, in terms of the professional accomplishment, but also because of the opportunity it offers. It is an opportunity to, as Professor Anne Wallace, the Head of the School of Law & Justice at Edith Cowan University explains, ‘shape the direction and standard of legal education’. In acknowledging this privilege, Professor Sainsbury states, ‘Legal education at the moment is very challenging and exciting thing to be involved in – there are many changes for the better. It is a privilege to have a chance to impact on things of such importance to both staff and students.’

The reflections of the women, explored in this article, illustrate the significant role of both deans and academics alike, in creating an environment that supports and encourages the next generation of leaders; something that the Law Faculty continues to strive to do. In the 125<sup>th</sup> year of the University of Tasmania, the fact that eight women undergraduates of the Law Faculty have become deans of law schools around Australia is a cause for celebration. In the words of Professor Chalmers, ‘Their success is one measure of our success as a Law Faculty.’

*About the author:* Charlotte Hunn BA LLB (Hons), graduated from the University of Tasmania in 2013. She has recently returned to undertake a PhD at the Faculty of Law.

### **Mathematics for 2015 R Lidl and D Elliott**

Mathematics courses have been offered at the University of Tasmania since the first students were admitted in 1893. At that time there were no more than a dozen students enrolled but there were three staff members. The staff to student ratio has not been that good ever since! One of the three staff members was Alexander McAulay. He was promoted to Professor of Mathematics and Physics in 1896 and retired at the end of 1929. In 1926, Edwin Pitman was appointed as Professor of Mathematics. At that time separate Departments of Mathematics and Physics were established with Leicester McAulay, son of Alexander McAulay, being appointed as Professor of Physics. It is interesting to note that four men, Alexander McAulay, Edwin Pitman, David Elliott and Barry Gardner virtually span the entire period of Mathematics teaching from 1893 to 2014. It is also worthy of note that the University’s appointment of the first woman academic was that of Edith Lowenstern to the Mathematics Department, in 1928.

The first PhD degree earned in the Department was by Michael Hasofer who was a Lecturer in the Department at that time. He went on to become Professor of Statistics at the University of New South Wales. Many graduates in Mathematics have gone on to take senior positions in academe. Of these, perhaps the most outstanding is Geoff Whittle. Geoff completed his PhD in 1984 and stayed on in the Department as a Tutor and then a Research fellow. When it became clear that a tenured position was not on the horizon, Geoff took a Lectureship at Victoria University in Wellington, New Zealand in 1992. He was promoted to Senior

Lecturer in 1994, to Reader in 1997 and to a personal Chair in 2001. Over the years Geoff has solved many research problems in his chosen field but his outstanding achievement came in 2013 when, together with collaborators in Canada and the Netherlands, he solved the so called Rota conjecture in matroid theory which had remained unproven since 1970. Pure Mathematicians thrive on solving famous conjectures! In highlighting Geoff Whittle's achievements we must not forget Don Row who introduced not only Geoff, but also people like James Oxley and Dirk Vertigan, both now Professors at the University of Louisiana, to matroid theory.

Of the graduates from the Mathematics Department who have pursued non-academic careers, perhaps the most outstanding is Ashton Calvert. He went to Oxford University on a Rhodes Scholarship in 1966 and there completed a D Phil in Pure Mathematics. On returning to Australia, he joined the Department of Foreign Affairs and Trade and finished up as its secretary. Federal public servants do not come much more senior than that! In 200, the University awarded him an honorary DSc.

In 1964, John Donaldson came to the Mathematics Department and enrolled for a PhD which he received in 1968. He then joined the academic staff of the Mathematics Department where he remained until his retirement in 2003. John and his wife, Etta Donaldson, who over the years had been Secretary to both the Vice-Chancellor and the Registrar, are the parents of Mary Donaldson who is also a graduate of this University but is better known as Crown Princess Mary of Denmark.

A unique contribution to Mathematics was made by David Paget. He came to the Department as a PhD student in 1967 and, after receiving his degree, became a member of staff. Inspired by his own experiences when at school, he started Friday evening sessions at the University for mathematically talented high school students. This ultimately led to him becoming the Team Leader of the Mathematical Olympiad Team to five International Mathematical Olympiads. Following his untimely death at age 54 in 1997, a street in Canberra has been named in his honour.

Over the years the Mathematics Department has had its ups and downs. From 1957 to 1993, the Department had two Professors. In 1976, Rudi Lidl was appointed as Professor of Pure Mathematics at the age of 27, surely one of the youngest professorial appointments ever in the University. In 1993 he became Vice-Chancellor and was lost to Mathematics. After David Elliott's retirement at the end of 1994, the Department had no Professorial appointment until 2004 when Larry Forbes was appointed as Professor of Mathematics. With diminishing numbers of students in both Mathematics and Physics, the clock turned back in 2003 when the two Departments were merged to form the School of Mathematics and Physics. At their peak, Mathematics had 13 academic staff and Physics had 19. Today the School of Mathematics and Physics has 10 academic staff. From this one might conclude that the subjects of Mathematics and physics are not so popular with modern youth. Nevertheless, the School continues to have outstanding students with two Rhodes Scholars in recent years and PhD graduates in positions around the world. In which case, it is not surprising that the University of Tasmania can get in the top two per cent of the world's Universities with such a minimal School of Mathematics and Physics.

*About the authors:* Emeritus Professor Rudolf Lidl, PhD University of Vienna, was Professor of Pure Mathematics at the University of Tasmania from 1976 until 2007 and Deputy Vice-Chancellor from 1993 until 2007.

Emeritus Professor David Elliott, holds the following: BSc Hons, MSc (London), MSE (Princeton), PhD (Adel), FIMA, ChM, FAustMS.

### **Medicine: Twenty Years in the Faculty** *Lyndsay J McLeod*

I was appointed as Senior Lecturer in Physiology in 1973 and was in the privileged position of being part of the evolution of the Medical School, from those early days through the next 21 years of its spectacular growth.

The position of Lecturer in Physiology in the Department of Physiology (and Pharmacology) was advertised in 1973. Two years previously I had greatly enjoyed teaching Pharmacology to third year medical students while Dr Ross Speden had been on study leave. I therefore visited the Dean of Medicine and Head of Physiology, Professor A F Cobbold, to discuss with him the possibility of applying for the position in Physiology, even though my academic focus was in Pharmacology. Professor Cobbold said he saw no barriers to my making an application. In his usual understated style assured me that if my application were successful he would convert me to Physiology ‘by total immersion’. A man true to his word!

When I joined the Physiology Department in 1973 a new building had recently opened on the Sandy Bay University campus for the pre-clinical years of the medical course. The building housed the then well-established Departments of Anatomy, Biochemistry, and Physiology (with Pharmacology) which had been temporarily located in former temporary huts on the Sandy Bay site. The pre-clinical courses with their predilection towards Science led to the recognition and subsequent approval of a three-year degree in Medical Science (B.Med Sc.). This was followed by three years in the clinical areas of the course, students thus completing the full six-year degree course in Medicine.

The pre-clinical department was a fundamental part of the medical course. The Dean of the Faculty, Professor Arthur Cobbold, was a Physiologist and he, together with the Heads of Anatomy and Biochemistry directed a very special place of continuous achievement, with the cross-fertilisation of academic ideas by all the staff. There was assiduous concern for students’ learning in a community full of vibrancy, together with the constant achievement of quality research. All that was carried out against a background of frequently entertaining exchange that has left a boundless supply of stories, many of which ought to be repeated; but perhaps not on this site.

The first students had graduated in Medicine in 1971 after a six-year course. At that stage the first year of the course involved the non-clinical Departments of Chemistry, Physics and Behavioural Science. Subsequent changes to the medical course were established so that much of the early, so called pre-clinical period was rationalised and the total number of years to complete the course was reduced from six to five.

Originally the Faculty of Medicine, it became the Faculty of Health Science after the inclusion of the Schools of Pharmacy and Nursing. The success of the Faculty of Health Science has been well documented on many occasions. I count it a great privilege to have been involved in the earlier years of the Faculty and to have witnessed the maintenance of that success over a further twenty years.

In the later part of my time at the University, I was Acting Head of the Department of Physiology, then Deputy Dean of the Faculty of Medicine, Academic Dean of the Faculty of Medicine and Pharmacy, and also Head of the Tasmanian School of Medicine. During those years I experienced a wider view of the Medical School and valued its place in the whole University.

I look with considerable interest as medical education in this state has changed from its beginnings at the Sandy Bay campus, with the clinical school attached to the Royal Hobart Hospital, to the new curriculum taught in much grander buildings in the city, and in the North and North West campuses.

The whole period of my involvement in the Faculty was filled with inspiration. It was a rich, successful and rewarding time. I look back with high regard and affection on the students whom I was privileged to teach and I am happy to say that my existing life span is in no small way due to the high standard of medical attention I have received from many of the Tasmanian medical graduates.

*About the author:* Dr Lyndsay J McLeod, BSc (Tas), Dip Chem. Pharmacol. (Edin), MSc (Edin), PhD (Tas), FPS, FACE, FRACI, was Dean of the School of Medicine at UTAS from 1992-1994.

### **Nursing: Collaborating for Excellence in Education and Research: The School of Health Science (SoHS) and St Vincent's Private Hospital Sydney (SVPHS) partnership** *Kim Walker*

Since the late 1990s the then School of Nursing & Midwifery and SVPHS have enjoyed a strong relationship built on mutual need and a reciprocal agenda to provide unprecedented opportunities for staff. For the School, a driving force for the establishment and continuation of the partnership was the need to find high-quality clinical placements of students in the undergraduate nursing program; for the hospital it was a strong desire to 'grow its own' nurses by offering such clinical placements to final semester nursing students with the aim of acculturating them prior to potentially offering them employment as newly registered nurses in the hospital. 'Forging a robust partnership with our colleagues interstate is vital if the school is able to grow and further enhance its profile as a leading provider of nursing education and research' says Faculty of Health Dean, Professor Denise Fassett.

St Vincent's Private Hospital Sydney is a 270 bed not-for-profit private acute care healthcare facility operated under the auspices of the Sisters of Charity and the Mary Aikenhead Ministries. It is located in the inner city suburb of Darlinghurst, Sydney and is co-located

with St Vincent's Hospital and Sacred Heart palliative care and rehabilitation services. In 2009 it celebrated its centenary. Importantly also, in 2011 the hospital was recognised by the American Nurses credentialing Council as a Magnet hospital. This is a prestigious internationally acclaimed award that rewards excellence in nursing services; only two other Australian hospitals have been recognised out of 401 in total globally. Prof Kim Walker, Professor of Healthcare Improvement at SVPHs comments that 'Magnet Recognition requires healthcare facilities to have a vibrant and productive program of education, professional development and research; our relationship with the School of Health Science has been crucial to our profile as a provider of these activities and without which we would have been very unlikely to have been awarded Magnet recognition'.

### **Major initiatives since the early 2000s**

Building on the previously mentioned clinical placement program, a decision was made between the School and the then St Vincent's & Mater Health Sydney (SV&MHS) - a conglomerate of St Vincent's Private, Public, St Josephs and the Mater hospitals - to establish an innovative 2-year fast-track bachelor of nursing program on the Darlinghurst campus. This program would enable nursing students to complete their degree in two rather than three years and comprised the three-year program compressed over six continuous semesters and two calendar years. Launched in late 2005, this generated considerable interest in the Sydney and wider community and some 70 students enrolled and commenced their studies in the first semester of 2006. A long-standing alumnus of the School who was employed at SVPHS as an academic/researcher, Dr Kim Walker, was seconded to head up the program until a permanent appointment could be recruited and employed. 'This has been a terrific achievement for both the university and the hospitals and one of which we are very proud' notes Adjunct Prof Jose Aguilera OAM, Director of Nursing and Clinical Services at SVPHS.



Teaching at Darlinghurst: Academic Mr Alex Chan on left.

The philosophy underpinning the program was that students would gain most of their clinical experience in the facilities of SV&MHS thereby re-creating the ‘alma mater’ of the old hospital training days. This in turn would ensure that the graduates of the program were ‘work ready’ and understood and felt a part of the culture of the organisations employing them. Anne Fallon, Manager of Education, Training and Development at SVPHS says that ‘...the fast-track program enables nursing students to enter the workforce ahead of their peers in conventional programs thus facilitating their careers in ways hitherto impossible’.

Since then the program has thrived with many graduates now working in the St Vincent’s facilities with several going on to take up further studies with the School at the graduate certificate, diploma and masters levels. Indeed, in SVPHS alone, some 35 nurses have taken out masters degrees and work in senior roles in the clinical areas.

Most recently, and buoyed by the success of the partnership to date, an even more exciting initiative has been developed and launched: the professional doctorate in health. This exciting new venture allows for mid-career and more senior healthcare professionals to add significant value to their portfolios of responsibility by undertaking doctoral level research and training within the workplace and undertake projects that contribute to the organisation’s strategic agenda. Importantly, said Senior Research Fellow at SVPH, Dr Jed Duff, ‘the DHealth program fosters the growth of a ‘community of practice’ among the professional researchers (university staff) and the researching professionals (hospital staff) undertaking the program. The combination of academic rigour applied to pragmatic, outcomes-focused research means that both the hospital and the university benefit from the outputs of this activity.

As well as this initiative the School has also created a clinical honours program for newly graduated nurses which adds to the learnings they make during the transition into practice as budding career professionals. Within this program the opportunity to undertake a research elective is being planned. This elective (which is modelled on a currently existing research pathway) would enable nurses with an interest in research to develop skills in research methods and then transition into the bachelor of nursing (honours) program in the following year. This partnership will continue to break new and very promising ground with such innovations in education and research which can only enhance the reputations of both partners in the collaboration.

*About the author:* Professor Kim Walker, BAppSc 1987 (Lincoln Institute for Health Sciences), PhD 1994 (Latrobe), is currently conjoint Professor of Healthcare Improvement at St Vincent’s Private Hospital Sydney and the School of Health Science, University of Tasmania. He works with multidisciplinary teams of health professionals implementing research projects related to improving systems, processes and governance in respect of patient care quality and safety.

### **Nursing: A History of the Rozelle Campus, University of Tasmania** *Julienne Onley*

February 2008 saw the commencement of the Rozelle Campus, following on from the success of the establishment of a two year fast track nursing degree at the Darlinghurst Campus in a partnership with St Vincent’s Mater Health. The advent of Rozelle with an undergraduate nursing



degree in the same fast track model was made possible by partnerships between the then Sydney South West and South Eastern Sydney/Illawarra Area Health Services. The value of partnerships for the University in NSW cannot be underestimated. Significant partnerships are vital to the work we do here in Rozelle and consultation, collaboration, understanding of industry needs and joint ventures contribute greatly to our success. Another significant partnership was forged in 2010 with the Ambulance Service of NSW and led to the commencement of a two year fast track degree in paramedic practice. This degree, like nursing, has gone from strength to strength. In 2012/13 yet another partnership, with the Aged and Community Services Association (ACSA), led to an associate degree in dementia care which has now evolved to a degree program. The initial uptake of this program of many staff working for member organisations of ACSA and the introduction of the MOOC, Understanding Dementia, have contributed significantly to its continuing to attract students. In February 2014, again as a result of the university listening to industry needs combined with understanding the future of aged and disability care, the third undergraduate degree, in health, commenced at the Rozelle Campus. In six years the total undergraduate numbers have gone from under 100 to an anticipated 750 in 2015.

Being students in health professions, our undergraduates require professional experience placements in different health care settings. These are provided by our partner organisations, particularly the Sydney, South Western Sydney and South Eastern Sydney Local Health Districts. Other Local Health Districts are increasingly providing placements for our students as are several private health and aged care providers: Healthscope, The Whiddon Group, Salvation Army Aged Care Plus, BUPA Aged Care in particular. More partnerships are being developed and the point of difference they see with the University of Tasmania is that willingness to be flexible and to ascertain their workforce needs and to work with them in ways that are mutually beneficial. Adjunct and conjoint appointments, collaboration in research, scholarships and recruitment opportunities are just some of the advantages.

There are many students in NSW that undertake both clinical and research honours degrees in nursing and in paramedic practice. The post graduate nursing programs enjoy a large uptake of students in NSW, contributing significantly to this postgraduate nursing suite of offerings being the largest in Australia.

Commensurate with its health theme, the Rozelle Campus also became home in 2013 to the Australian Institute of Health Service Management, a partnership between the University's School of Business and Economics and Local Health Districts in NSW Health. Students are working in health administration and undertake masters and doctorates in health service management. The Institute deservedly enjoys an excellent reputation and has growing student cohorts. As with our graduates from the nursing and paramedic practice degrees (and, confidently, future graduates from the health degree), these alumni are actively recruited and promoted within organisations.

The Campus is privileged to occupy space, owned by Sydney Local Health District, in part of Callan Park, a large area with a rich history in the provision of mental health services to the NSW

community over many years. The buildings and surrounds in which we are situated were originally the Broughton Hall Psychiatric Clinic Complex for mental health rehabilitation. These buildings and grounds were designed by renowned architect, Michael Dysart. The complex including its landscaping was carefully designed by Dysart to continue the historic role of landscape therapy established at Callan Park by the eminent psychiatrist, Dr Sydney Evan Jones after whom one of the buildings is named. The entire Complex demonstrated the integral component of landscaping in mental health care, part of the evolution and progress of psychiatric treatment. This history and the significance of the site is well recognised by another eminent psychiatrist who spent many years working here as a registrar and later as a senior clinician in psychiatry: Professor Dame Marie Bashir, the former Governor of NSW.

An important part of our existence here is that we are considered part of the local community.

We are committed to and truly undertake community engagement. Our buildings, grounds and facilities are willingly provided for local organisations to use. An example is *Sids for Kids*, a Callan Park based organisation providing support for people and their families who have lost children to Sudden Infant Death Syndrome. SIDS holds an annual reflection and remembrance service in our lecture theatre. The Friends of Callan Park, a very active and influential group, use our facilities often. At their History Week event in 2014 in our facilities, a leading member of FOCP, local historian Roslyn Burge, said in her opening address:

Callan Park – the collective term for the whole 125 acres - remains a site of wonder and a place of challenging histories which unfurl still ... The University of Tasmania ... manages the buildings they occupy – and the landscapes in which they sit - with sensitivity and care for the social and heritage values of Callan Park. It's heartening to note - and their presence on site demonstrates abundantly -- that appropriate and adaptive reuse of historic buildings and landscapes is possible.

In summary: the Rozelle Campus is thriving and very busy all year round. It is and has the capacity to increase as a significant and valued health education precinct for the University of Tasmania in NSW. This can only enhance the University's excellent reputation as one which listens to industry, forms strategic partnerships, values those partnerships, is innovative and entrepreneurial, and an organisation that delivers for its partners. 2015 will see the Campus turn eight years old, but a baby compared to the University's 125 years. The Campus is privileged to be a part of a great University and will continue to contribute to its success.

*About the author:* Julianne Onley, MSc (Mental Health) 2001 (Wollongong), is the Director – Strategic Partnerships and Operations (NSW). She joined the Rozelle campus of the University early in 2009 as Senior Lecturer, School of Nursing & Midwifery. From 2009 to 2011, she managed the Campus, and became Associate Professor, School of Nursing & Midwifery and School of Medicine after the commencement of the Bachelor of Paramedic Practice at Rozelle.

### **Pharmacy: The History of Pharmacy at the University of Tasmania** *Greg Petersen*

The professional registration process for pharmacists in Tasmania dates back to 1837. This was the beginning of the first formal and continuous registration process for Pharmacists in Australia and it occurred through a Court of Medical Examiners. This process continued in a variety of forms until 1891, when responsibility for registration was ceded to the newly formed Pharmaceutical Society of Tasmania. This arrangement continued until 1908 when State Parliament passed the Pharmacy Act and the Pharmacy Board of Tasmania was created. The Pharmacy Board became responsible for registration at this time and the education process was exercised, under the auspices of the Board, through a variety of arrangements for the next 44 years. During that period, the Launceston and Hobart Technical Colleges housed classes for pharmacy students.

The existence of a physically identifiable School of Pharmacy in Tasmania appears to date back to 1952. From then until the early 1970s, the School was housed in the Technical College in and around the eastern end of Bathurst Street, Hobart. Teaching was managed by the Pharmacy Board and undertaken by several organisations – including the University of Tasmania – in a variety of locations during that time. Among the sites used for teaching were laboratories within the Waterworth Building on the Domain.

In about 1971 the Institute of Technology (which later became the Tasmanian College of Advanced Education) became responsible for the teaching and the School moved from Bathurst Street to the Mount Nelson campus in 1973. A recommendation of the Karmel Inquiry into post-secondary education in Tasmania that the School become part of the University was then implemented in 1978. The School physically moved to the Sandy Bay campus of the University in 1980. This meant that the School had endured three separate physical locations over a period of 5 years from 1973 to 1978 and three education authorities responsible for the pharmacy education process in the 7 years from 1971 to 1978.

The first 3 Heads of School at the University had all joined from interstate in the late 1970s as recently completed PhD graduates: Alan Polack (Head of School 1978-1994), Stuart McLean (1995-1997), and Stephen Aldous (1997-2008). In 2008, Gregory Peterson, who had been awarded a personal Chair in 2000, was appointed the first Professor of Pharmacy and Head of School. He had also been the first Honours and PhD student to complete from the School.

As the School continued to grow in student numbers, courses offered and research, the physical housing became grossly inadequate. In 2007, a new building was opened adjacent to the chemistry building. In a restructure of the Faculty of Health in 2013, the School of Pharmacy became a Division within the new School of Medicine, with Luke Bereznicki taking over as Associate Head (Pharmacy), while Peterson became the Faculty's Associate Dean of Research.

Pharmacy within the University has always proudly performed well beyond its size in both teaching and research excellence, with very close links with the profession and its organisations. The School pioneered hospital and community based clinical teaching of

pharmacy students in Australia. It became a national leader in practice-based research, particularly incorporating the use of information technology. In 2011, in partnership with Medicines Australia, it assumed responsibility for the online delivery of the mandatory education program for all the country's pharmaceutical representatives. In addition, the School has always had a large proportion of international students, drawn largely by the School's reputation.

The 2014 *QS World University Rankings by Subject* evaluated over 3,000 universities. With a handful of other University of Tasmania programs, Pharmacy was rated in the world's top 200.

It now looks like Pharmacy will be on the move shortly to join other disciplines of the Faculty of Health in Hobart at the Medical Sciences and Domain precinct, and could well be housed in the same Waterworth building that pharmacy students used over 50 years earlier.

*About the author:* Professor Gregory Peterson BPharm (Hons) 1982 (Tasmania) PhD 1985 (Tasmania), MBA 2000 (Southern Cross University) is currently Associate Dean (Research) in the Faculty of Health. He has held a personal Chair in Pharmacy since 2000 and was Head of the School of Pharmacy until 2013. He is Co-Director of Health Services Innovation Tasmania, responsible for the implementation of clinical redesign within the State's acute health sector. He still practices as a community pharmacist. In 2007 he was awarded the profession's highest honour – the Australian Pharmacist of the Year. He was named the 2012 Australasian Pharmaceutical Science Association Lecturer and recently was awarded a Lifetime Achievement Award by the Pharmaceutical Society of Australia.

### **Plant Biophysics during Eighty Years *Bruce Scott and Ian Newman***

The Head of the Physics Department, Professor Leicester McAulay, became interested in the physics of living things in the 1930s, at a time when other physicists focussed on the inanimate world. Surely the same laws of physics should apply to all objects – living or non-living. McAulay studied the genetics of eucalypts, collaborating with Fletcher Cruickshank and Brian Plomley. Could ultraviolet radiation affect a fungal cell's genetic material and thereby lead to mutations? His co-worker in this study, Joan Nicholls (née Ford), was later awarded the University's first PhD in 1949.

A living embryo begins as a group of undifferentiated cells, yet it develops in particular directions into specific structures and organs: root and shoot in plants, then stems, branches, leaves and flowers. Is there a *biological field* that organises living cells into those specific organs? McAulay wanted to explore the notion that electric fields might be at least part of such a biological field. Galvani in 1780 had showed a link between life and electricity with a frog leg twitch.

While the voltages generated by individual cells or groups of cells were about a tenth of a volt, the electric power that they generated was too small to operate moving coil meters of that day. Bruce Scott, who had joined the lecturing staff in 1945, first tried to use electrostatic

detectors such as the Lindermann and quadrant electrometers, but they could not be made stable enough to detect and measure electric fields around plants. Fortunately it was found that some thermionic valves could be operated at low voltages, with the grid close to its 'floating' potential. Then small voltages supplied by the biological sources applied to the grid could control the valve current, and be amplified. These 'electrometers' were used in biophysical studies up to the 1960s, when they were superseded by solid state devices. Great care was needed with insulation and shielding to avoid artefacts interfering with the weak electric signals. In those days charlatans claimed that plants could detect human emotions or could 'squeal' electrically if threatened. By contrast, Bruce Scott and his students were meticulous in defining conditions and publishing repeatable, verifiable results. An example is Newman's demonstration of an electric wave that moved down a seedling of oats in association with the auxin stream (*Nature* 184, 1959).

McAulay was able to obtain financial support for technical and workshop assistance, because little of the equipment that was used could be bought 'off the shelf'. He also appointed assistants. Notable amongst these was botanist Heather Gulline, who prepared, maintained and studied the biological materials.

Most living cells are very small and difficult to study individually. Notable exceptions include the algal genera *Nitella* and *Chara*. One of these, with diameter two millimetres and length several centimetres, is *Chara Corallina*, which grows in the Macquarie River at Ross (central Tasmania), and continues to be widely studied around the world.

The first biophysics student with a physics background, Alex Hope, built a valve electrometer in his honours year (1949) and combined electrical measurements with studies of the uptake of mineral nutrients by plants for his PhD (1953). He later became Professor in the School of Biological Science at the newly established Flinders University of South Australia. Seeing the need for biophysicists to work in biology and agriculture, the CSIRO funded PhD fellowships in biophysics: Alan Walker (PhD 1959) subsequently joined the staff of the University of Sydney, and Ivan Jenkinson (PhD 1961) joined ANSTO. Another early graduate was Geoff Findlay (PhD 1963), who then joined the staff of Flinders University.

Bruce Scott (PhD 1956) continued studies of electric fields around plant roots growing in nutrient solutions. He mapped the current paths in the external solution and related these to the ions that carried the current. Oscillatory changes, with periods of about 5 minutes, were sometimes observed in these fields, suggesting that feedback was involved. Much subsequent attention was given to understanding the underlying components of the feedback loop. Oscillatory changes are widespread in biological systems, many of which are closely linked with changes in the physical world such as the time of day. Scott and his students chose to study a simple 'circadian' system - the opening and closing of a clover leaf. They showed that these movements are controlled by a feedback system where ion and water movements in and out of the leaf 'hinge' cells are linked with electrical changes across the cellular membranes. All these feedback systems suggested that controlling, *causal* aspects of McAulay's 'biological field' are inextricably intertwined with the electric *effects* of biological changes.

Ian Newman (PhD 1969) came in 1957 with a Sydney Mathematics/Physics BSc for further studies in biophysics. In the new Medical School, he was appointed as Lecturer in Medical Biophysics in 1967. For 30 years, Scott and Newman were able to give the Medical and Science courses in biophysics a genuine biological flavour that was valued by students and the staff in Medicine, Pharmacy, Agricultural Science and Science (including second and

third year courses). Medical Biophysics was eliminated with a restructuring of the Medical curriculum in 1996, the year that Newman retired, although remaining active in an honorary position.

Newman's 1959 development of electric contacts, which used flowing solution, allowed observation of the electric wave moving down the stem (coleoptile) of an oat seedling in association with a disturbance in the stream of growth hormone auxin coming from the tip. No mechanism could be identified until the gene revolution, 30 years later, when the relevant ion transport proteins in membranes were identified. Similar techniques, also with unknown mechanism, provided the first evidence of electric changes produced only five seconds after the transformation of the circadian-regulatory plant pigment phytochrome by red or far red light.

Working first with Dr W J Lucas in 1985 in Davis CA, Newman moved to the non-invasive measurement of net ion fluxes into roots. This technique provides insights on individual ion channels and transporters. With ARC funds (\$782,500 from 1987 - 2003), research Fellows (notably Peter Ryan and Sergey Shabala) and higher degree students (notably Idam Arif) clarified the advantages and limitations of the (Microelectrode Ion Flux mEasurement) technique and established it on a sound foundation, with many publications. Active biophysical research on ion transport through membranes, using MIFE, has now moved from Physics to the Shabala lab in Agricultural Science.

MIFE commercialisation <[www.mife.com](http://www.mife.com)> began in 1995. Twenty years later, Newman continues to manage the process of manufacture in the School of Maths and Physics, and sale through the University of Tasmania commercial arm. With small modifications to both hardware and the DOS-based software, MIFE systems are used in 12 labs in six countries. In 2015, with new hardware, the commercial MIFE system has been redeveloped to run on modern computers.

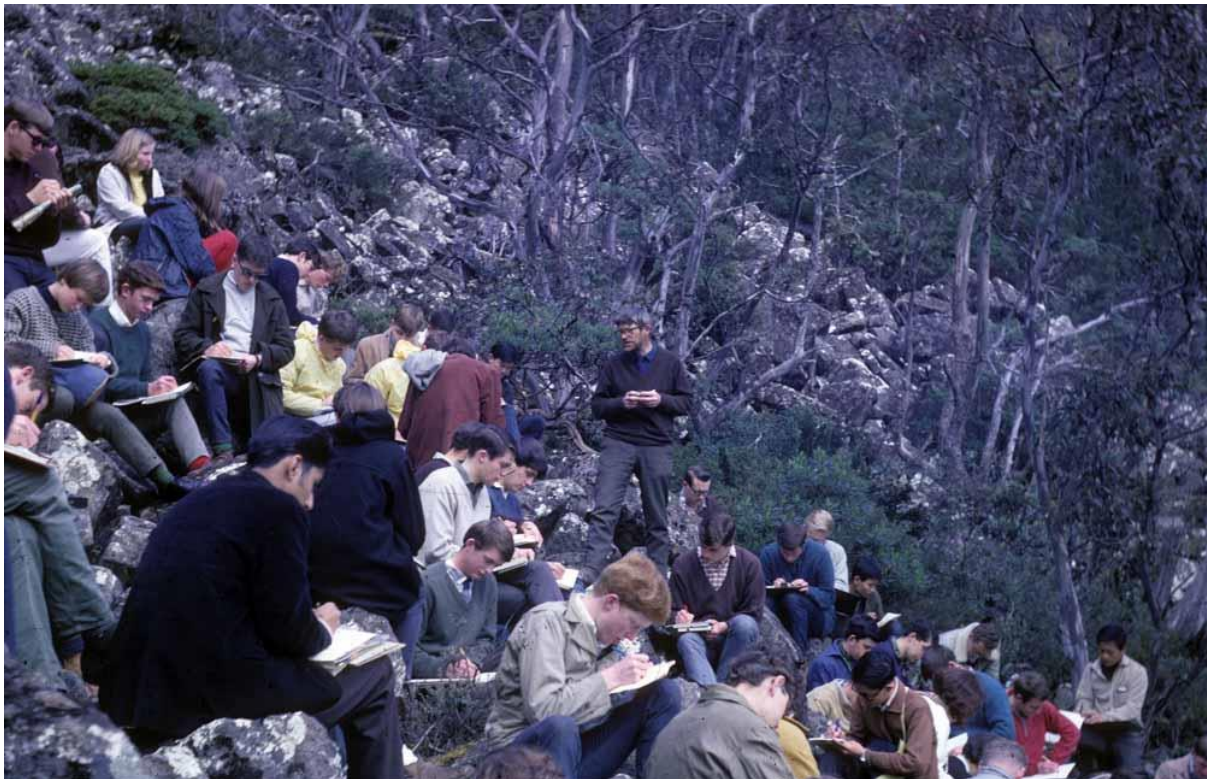
To understand the workings of living things has been the purpose of biophysics at the University of Tasmania. Electric measurements of the 'biological field' showed that movement of chemical ions was central, being both a consequence of electric potential differences and a cause of them. Only with the developed understanding of the bi-layer lipid membrane, and its integral ion transport proteins, could the processes of that charge movement be described, and the early electric observations be explained, at the cellular level. Thanks to Leicester McAulay, during 80 years the physicist approach has allowed us to play a leading role in the experimental investigation of life.

*About the authors:* Dr Bruce Scott, BSc 1945; PhD 1956 (Tasmania); DSc Hon Silpakorn Uni (Thailand) 1986, besides teaching and research in physics and biophysics from 1945 to 1988, also served terms as Dean of the Faculty of Science and Chairman of the Schools Board of Tasmania. He was also involved with setting up linkages between universities in South East Asia and those in Australia and continued with this into retirement.

Dr Ian A Newman, BSc (Sydney) 1957; BSc (Honours) 1958; PhD 1969, is Honorary University Associate in Mathematics and Physics. He was formerly Lecturer and Senior Lecturer in Medical Biophysics for 30 years. His research in plant biophysics in Tasmania and the USA since 1957 and teaching in biophysics led to this story.

### Plant Genetics *Jim Reid*

Botanical studies have taken place in Tasmania at least since the earliest European contact with the type specimen for the genus *Eucalyptus* being described by Charles L'Heritier de Brutelle in 1788 from a specimen collected at Adventure Bay on Bruny Island during one of Captain Cook's voyages. This work continued through famous botanists such as Robert Brown and Joseph Hooker and associated collectors such as Alan Cunningham and Ronald Gunn during the first half of the 19<sup>th</sup> Century. With the establishment of the University of Tasmania this traditional taxonomic work in Botany was further developed through the long-term appointment of Winifred Curtis who produced extensive works such as the *Student's Flora of Tasmania* and the *Endemic Flora of Tasmania*.



Botany class.

However, the most long-running internationally significant contribution to plant biology from the University of Tasmania has been the pioneering work on the use of genetics to address developmental, ecological and evolutionary questions about plants. This theme was initiated by the Foundation Professor of Botany, Newton Barber, who, in 1963 became the first Tasmanian resident since 1854 to be elected as a Fellow of the Royal Society of London. This pioneering genetic work has been continued from the 1970s to the present day by Professors Bill Jackson, Ian Murfet, Jim Reid and their many students and colleagues. The work has focussed on using two plants as models to understand plant development and evolution, peas and eucalypts.





Botany laboratory.

Peas have been used to address questions about the regulation of plant growth by plant hormones and the environment. This work has included the isolation of genes controlling flowering, shoot elongation, branching and the perception of light and photoperiod length by photoreceptors. Key outcomes have included the identification of the bioactive hormone controlling shoot elongation, gibberellin A<sub>1</sub>, and its synthesis via the action of one of Mendel's famous 7 genes, and the use of the branching genes to identify a completely new group of plant hormones, the strigolactones, by a former student, Christine Beveridge. The genetic regulation of shoot elongation was central to the breeding of the new plant varieties at the heart of the 'Green Revolution' that doubled cereal production and largely overcame famine in Asia during the 1960s and 1970s. The work at the University showed the molecular and biochemical function of such elongation genes. Of equal importance was the advocacy for the use of genes as the best method to carry out research into plant development. This approach, coupled with advances in molecular biology, has become the technique of choice amongst developmental biologists internationally. Recognition of the quality of the work is shown by the continuous award of ARC Discovery grants (or their predecessor) to this area since 1969 and the first award of a Highly Cited Researcher citation to a staff member of the University in 2001, showing that Tasmanians can achieve international success and recognition from Tasmanian based research.

Eucalypts have been used as model tree species to address fundamental issues in ecology and evolution including showing how trees could form continuous populations of genetically differentiated types (or clines) over continuous ecological/environmental gradients. The work showed that the selective forces were sufficient to drive this genetic differentiation in the face of gene flow and led to the first published work on *Eucalyptus* DNA. The quality of this work was important to three successful bids for Co-operative Research Centres being established on the University's Sandy Bay campus. These Forestry CRCs brought together expertise and over \$100M of funding from the Commonwealth Government, research organisations (e.g.



CSIRO) and industry from all States across Australia. PhD graduates from these CRCs are now in key leadership roles both across the Australian forestry sector as well as internationally. Key outcomes from the program include the establishment of a world-leading tree breeding program for *Eucalyptus globulus*, improved log-transport logistics, techniques for the remote measuring of forest growth, safeguarding native forests from gene flow from introduced species and developing integrated pest management schemes and decision support software for forest managers. *Eucalyptus* germplasm is economically the most important Australian contribution to global food and fibre production and the benefits to Australia of these outputs have been valued at many times the research investment. The CRCs have helped shape the nature and direction of the Australian forestry sector by providing the tools and expertise to develop a native plantation industry to supply the future wood and fibre needs of Australia. The long-running work on eucalypt genetics has also seen the involvement of University of Tasmania scientists in the recent *Nature* paper reporting the first genome sequence of eucalypts, the culmination of a decade of research involving 80 scientists from 10 countries.

*About the author:* Distinguished Professor James Reid, PhD DSc (Tas), is investigating the biological functions and interactions of a number of different plant hormones, which play an important role in the regulation of plant development.

### **Politics: The Story of Political Science** *Peter Boyce and Tim Jetson*

Although the Department of Political Science was not established until 1956, the discipline itself enjoys greater longevity. The offering of political science in 1893 by William Jethro Brown, lecturer in law and modern history, was possibly the first appearance of the discipline under that name in any Australian university. Brown also offered honours courses with texts which were commendably inter-disciplinary, including Bagehot's *Physics and Politics*, Amos's *Science of Politics* and Ritchie's *Darwinism and Politics*.

Brown's successor divested history from law, and from then on political science was taught by the history and economics lecturer. Enrolments were sparse, however, with no student passing the subject between 1916 and 1919. From 1919 until the mid-1950s political science fell within the purview of Charles King, lecturer and later professor of history, but in 1922 the subject became an option for Commerce degree students, and shortly afterwards courses in public administration (generally accepted as a component of political science) were introduced for the Commerce degree by the newly appointed D B (later Sir Douglas) Copland. Between the wars several successful students pursued the two streams of public administration and political science, including two future vice-chancellors of the University of Tasmania, Torleiv Hytten and Keith Isles.

Still without a chair, political science continued to straddle two faculties, with history lecturer Wilfrid (Mick) Townsley carrying responsibility for political science from the late 1940s, and an undergraduate major for public administration was introduced in 1954, led by the English appointee, Gilbert Lithgow. A committee in that year also recommended the separation of political science from history, which was now the largest department in the university. The University's preoccupation with a confronting Royal Commission and a shortage of funds delayed matters, but, somewhat ironically, the establishment of a chair and department of

political science would result directly from the dismissal of the university's professor of philosophy, S S Orr, in March 1956.

The sensational dismissal of Orr is recounted elsewhere, but its relevance to the creation of a chair of political science is that Townsley, who had been overlooked for the chair of history in January 1956, had cultivated Vice-Chancellor Hytten and had testified against Orr on critical occasions. Within weeks of Orr's dismissal the University Council approved a sudden recommendation from Vice-Chancellor Hytten that a chair of political science be established immediately, and later in that March meeting another Council member moved that Townsley be appointed to fill it. Such a senior appointment without advertisement or selection committee input generated serious protest within the Professorial Board and elsewhere around the university, even within the ranks of Orr's critics. Townsley himself suffered ostracism both socially and professionally for several years, but against these seemingly overwhelming odds he managed over time to build a strong teaching department and to cultivate valuable links with political leaders of both major political parties and senior civil servants. The teaching of public administration was strengthened by the recruitment of Roger Wettenhall in 1959 and departmental involvement in the Royal Australian Institute of Public Administration's Tasmanian branch. International relations assumed a higher profile from 1962, assisted by the arrival of Ken Fryer and Peter Boyce, while Philip Eldridge pioneered political development studies from 1964. By the late 1960s Political Science had become the largest department in the university.

With funding available for full-time university tutorships in the late 1960s and 'early 70s, the department recruited a lively and variegated team of young scholars, including several from the United Kingdom. Although Townsley was not comfortable with formal staff meetings, he was not authoritarian in staff management, and social activity within the department was encouraged.

Following Townsley's retirement in 1975 Harry Gelber was appointed to the chair. A Cambridge graduate, a former journalist with the international press agency *Reuters*, and a foreign policy specialist, Gelber had become a Reader in History at Monash University. He had cultivated close links with several senior scholars of contemporary international politics in both Britain and North America and intimated early in his tenure that he wished to spend regular periods abroad. He nevertheless nurtured his department and recruited several promising young staff who later earned senior appointments elsewhere. These included Andrew Linklater in international relations theory, Graeme Gill in East European politics, and Brian Galligan in Australian government and politics.

Ralph Chapman became the department's first substantive non-professorial head in July 1981 and Bruce Davis revived the long promised Administration major in 1982. In addition to time-honoured courses on political thought, comparative politics, international relations and Australian politics, such innovations as feminism, environmentalism and Antarctica reflected new emphases and directions in society and staff interest. In 1979 the department hosted its second conference of the Australasian Political Studies Association, the first having been held in 1968. A decade later staff were the principal organisers of a major conference, 'Australia and the Future of Antarctica', attended by Prime Minister Hawke.

Following Gelber's retirement at the end of 1991, Richard Herr became acting head until the arrival of James Cotton in early 1993. An Australian recruited from Newcastle in England, Cotton specialised in East Asian politics and international relations, but he had also published in the field of political thought. International political economy and the history of political thought gained strength in the department's course offerings and thesis supervision with the recruitment of Stephen Bell and David Martin Jones respectively. Commonwealth higher education policy was now becoming more regulatory and funding less generous. Furthermore, with rapid expansion of a neighbouring department, Sociology, Political Science was no longer the faculty's largest department, but it retained a high public profile. Ralph Chapman served on two public inquiries, Bruce Davis was active in the field of environmental protection and planning, and Richard Herr had now become a familiar media commentator on Tasmanian political affairs. Parliamentary internships were introduced in 1996, and in January 1997 the department was re-badged as the School of Government. At the end of that year Cotton resigned to take up a chair at the Australian Defence Force Academy, University of New South Wales.

Aynsley Kellow, a New Zealander, arrived as professor and head of school in 1999. A specialist in public policy, with a strong background in environmental policy, he had already occupied a chair at Griffith University. By now it was accepted practice that the professor need not serve automatically as administrative head, and Marcus Haward and Kate Crowley would each subsequently serve a three-year term. From the late 1990s access to political science courses expanded on the university's Launceston campus, facilitated by video links but strengthened by a core of resident staff, headed from 2000 by Fred Gale, an environmental policy specialist. A major new development in 2002 was establishment of an institute of law enforcement studies (TILES) and provision of undergraduate courses for the Police Academy. Within the political science major, international relations would soon draw the largest stream of students. Many former staff gathered for a 50th anniversary celebration in 2006.

With a restructuring of the Faculty of Arts in 2012 and further centralisation of administrative authority, political science was relegated to the status of a 'program', under yet another disciplinary label, Politics and International Relations. When faculty research was brought under the umbrella of an Institute for the Study of Social Change in 2013, a political scientist, Richard Eccleston, was appointed its first director.

Across nearly sixty years as a department, school or program, political science has helped prepare a countless number of graduates for public service employment, as well as many recruited to law, commerce, teaching or the arts. More than twenty former staff or students have attained professorial rank within the university system, and several have received public honours. Strikingly, and unlike the histories of this susceptible academic discipline in many other universities, Tasmania's political science story has been relatively free of claims of ideological factionalism or classroom bias. That is surely cause for celebration.

*About the authors:* Emeritus Professor Boyce AO was a staff member in 1962-3 and from 1967 to 1975. Dr Tim Jetson is author of a commissioned but as yet unpublished history of the Political Science Department.

### **Psychology – ‘Getting off the Ground’: James A Cardno, 1915-1992, Inaugural Chair of Psychology** *Heather Williams*

Psychology has been offered at the University of Tasmania in the Bachelor of Arts since 1894 but it was not taught until 1902, when the first student, Osric Oberlin Harris, enrolled. Robert Dunbabin, a Classics teacher at Hutchins, was engaged to teach Psychology, although as Alexander (2002) noted, ‘It seems unlikely that he had any education in psychology, but he had an extensive library’ (p6). Dunbabin continued to teach Psychology until 1913 when, prompted by increasing enrolments, the University engaged three additional lecturing staff, one of whom, Edmund Morris Miller, assumed responsibility.

For a few years, Psychology was taught in conjunction with Philosophy, as it was in other Australian universities. A separate second year unit, Advanced Psychology, which included practical work, was introduced by Miller, reflecting his growing interest in the application of psychology and possibly a desire for community involvement and public esteem (Alexander, 2002). Miller drafted Australia’s first Mental Deficiency Act in 1920 for the Tasmanian government leading to the establishment of a State Psychological Clinic, in conjunction with the University of Tasmania. The main purpose of the Clinic was to test children’s intelligence and advise on special education. (Alexander, 2002; Reynolds and Roe, 1986). Through Miller’s active engagement with academic colleagues in Sydney and Melbourne and the state government, developments in Tasmania in relation to psychology courses and applied psychological practice mirrored emerging trends in NSW and Victoria. These included the establishment of school counselling services, child guidance and vocational guidance clinics. In 1928, Miller was promoted to Professor of Philosophy and Psychology but it was not until the fifties that Psychology really became established.

The story begins with the arrival of James Alexander Cardno, the first psychologist appointed to teach psychology at the University of Tasmania. Cardno, who had MAs from both Aberdeen and Cambridge, had immigrated to Australia in 1946 to take up a position at the University of Sydney. He was greeted on his arrival by Miller, who had by then been teaching Psychology, amongst various other things, for over 35 years and was approaching retirement. Miller was understandably keen to hand over to a colleague who could ‘get Psychology off the ground’. It had taken him a long time to find a successor. Although he had managed, just two years prior, to engage a temporary psychology lecturer, A H Martin, formerly Reader in Sydney, shortly after taking up the position, Martin had a massive stroke and collapsed in a room at the Domain having never lectured at all! (Cardno, 1991).

And so Cardno, the first Senior Lecturer in Psychology, settled in to the Domain. His room was in a wooden hut behind the Phillip Smith building, ‘the room in which the previous incumbent, A H Martin had had his stroke and a certain rather baleful aura hung over it’ (Cardno, 1991, p 3). Cardno recalled being handed ‘the apparatus’ by Miller: ‘a sort of a box, within it some test equipment, lots of things were missing. There were Binet sets and Wechsler sets, and a set of tuning forks. It was something to do with hearing, needless to say,

but it did look odd' (Cardno, 1991, p 2). Mossy (his name in affection) begged him to not disturb his set of lectures on brain structure and functioning which were evidently 'Mossy's pride and joy' and, according to Cardno, 'were far more advanced than he'd dream of asking of any psychology student (Cardno, 1991, p 2).

At this very early stage, being aware that Miller had to retire at the end of 1951 when he attained the age of 70, Cardno realised that somebody would be coming to fill the Chair of Philosophy and it was in the best interests of the discipline to get out of the joint Department. He reported:

In Tasmania a newcomer is not supposed to go too quickly, but he is also supposed to demonstrate ability and to deliver value and to work hard. I pushed to get myself set by myself, promoted if possible. I pushed rather harder than was mannerly, but it was necessary. But the process brought me out as independent Department of Psychology, Head of myself. I had no staff whatever, no increase in pay, and the rank rather grudgingly given of Associate Professor. (Cardno, 1991, p 5)

As Cardno considered the existing course insufficient to offer to the British Psychological Society for any manner of accreditation, he set about expanding the curriculum, initially to a major and, by 1956, to Honours. He was assisted by psychologists from the Education Department, Commonwealth Employment and Mental Health Services, who conducted practical classes on Saturday mornings, and also medical people who taught some of the abnormal psychology. 'It was quite all right as long as I didn't ask for very much help, or very much money, to try to teach. But most of it I had to do, and as it expanded, of course the teaching load got heavier and heavier' (Cardno, 1991, p 6). It was well into 1954 before Cardno had any permanent help.

Cardno had a rather unusual manner of lecturing, a style he attributed to Frederic Bartlett, Chair of Experimental Psychology at Cambridge, and author of the 'landmark' book *Remembering*. He did not expect students to take notes all the time but would

talk a bit, then say, 'I'll go at dictation speed now'; give them a paragraph they could get down, one hopes understand, and then work back to easy talk for a bit. And don't hesitate about spicing up the entertainment with jokes, as long as they are decent jokes, it will keep them happy, it jollies them along, it helps them to remember. (Cardno, 1991, p 4)

Student numbers grew rapidly during the sixties and, to be able to offer the same amount of practical work as the other universities, there was an urgent need for more staff. Dr Kalev Kruup had replaced Kenneth Miller, the first permanent lecturer; a second lecturer, Daphne Cooper, was appointed, and then a Teaching Fellow and Demonstrator. At the end of 1962, Psychology was the last Department to move from the Domain to Sandy Bay, into the Lower Ground Floor of the Arts Building which had been configured to include two large teaching laboratories (one less than asked for), observation rooms for child study and a number of rooms for research and testing.

At this time, Cardno had the opportunity to go to America on Study Leave. This was important for him as, in America, he found psychology treated like any other discipline, actually welcomed. On his return, refreshed by sabbatical, he recalled 'beginning to fight again, I got my second wind anyway, and gradually, not to put too fine a point on it, the Chair was ultimately set up' (Cardno, 1991, p 10). In 1965, Cardno was appointed to the inaugural Chair of Psychology

As a Head of Department, Cardno was aware of the need to cater to the intellectual areas of the discipline, provide teaching and research opportunities and to determine what was most urgent. 'And you must not be afraid of your colleagues being better than you are. Some of them probably will be.' (Cardno, 1991, p 8) When, in early 1970, funding of Universities was taken over by the Commonwealth Government, the staffing situation greatly improved. For a while, using a staffing formula based on student numbers and staff contact hours, it was possible to appoint an additional lecturer each year, and soon a staff profile was built that covered the key intellectual areas - social and developmental psychology, statistical methods, visual perception, history of psychology, physiological psychology and clinical psychology. A two-year professional masters program, Master of Psychology, was introduced in 1975, and within ten years, clinical training was extended to doctoral level with a PhD in Clinical Psychology.

The staff recruitment phase ceased in 1977, when Sociology was introduced and psychology's student numbers decreased. Cardno retired in late 1980, having handed over the Head of Department role to Kalev Kruup some years earlier. The arrival of Professor Don McNicol as the new Chair and Head of the Department in 1982 brought new vigour in research, which continued under the guidance of subsequent appointments to the Chair, Professors David Siddle (1988-89), Chris Pratt (1994-1996) and Jeff Summers (1998-present). The intellectual profile established in the seventies provided a sound foundation for professional accreditation and research in years to come but also established a strong collegial spirit amongst staff which remains to this day.

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- About the author:* Heather Williams, BA 1985 DipEd 1987, has been with the University for over 40 years as a student and an employee in technical, research and administrative roles.

She was both a student and employee of Professor Jim Cardno, the inaugural Chair of Psychology, during the seventies.

### **Social Work: How to Provide Social Work Education in Tasmania? That (Still) is THE Question! *Sonya Stanford***

It's 1972. Imagine that a newly elected Prime Minister Gough Whitlam is discussing his plans for sweeping social and political change. Around him are the Minister for Education, Kim Beazley (Senior), Bill Hayden, the Minister for Social Services, and Gough's wife Margaret Whitlam, who is a social worker. 'We need more social workers', Margaret says. 'She's right, Gough', says Bill, 'my department needs more social workers and Kim is ready to roll out new arrangements in funding for university places'. Gough knows they are right. The social work profession, whose purpose is oriented towards advancing and securing human rights, will ably assist his ambitious social reform agenda. Its professional humanitarian ethics and values, knowledge and skills would be needed to achieve more socially just outcomes for disadvantaged and marginalised people. It was time for change and social work would play its role.

Creating the opportunity for Tasmanian's to undertake their social work training wholly within their state had been a fervent desire of the Tasmanian branch of the Australian Association of Social Workers (AASW) as well as many industry stakeholders, particularly in the mental health and child welfare fields, since at least the late 1950s. The productive relationships that exist today with these protagonists were cemented in early campaigns to provide social work education in Tasmania.

Until 1974 Tasmania was the only Australian state without a degree course that could qualify its citizens as social workers. Social work higher education champions such as Joan Brown and Rona Hagger, who were branch Presidents of the AASW in the 1960s and early 1970s, must have cheered especially loudly when Prime Minister Whitlam made his announcement that heralded the final push towards the provision of tertiary social work education in Tasmania. Frustratingly, until that time, implementation of the course had been delayed since State Cabinet had approved a social work course in 1967. Persistent lobbying by the AASW Tasmanian branch and the Council of Social Services (Tasmania) (now known as TasCOSS), and in concert with Federal government interest in the Tasmanian situation, saw those long years of lobbying come to fruition. Not everyone was pleased with the arrangements for the delivery of the course, however. The national branch of the AASW was a strong proponent of the provision of social work courses in universities and actively campaigned against social work being taught in colleges or institutes. The University of Tasmania did not see a place for practical subjects, including Social Work, within its degree programs and while the University accepted the need to provide a social work course it was determined that it should be taught with other practical subjects at the soon to be established Tasmanian College of Advanced Education (TCAE). The AASW was resistant to the plan but eventually conceded that the course could be taught at the TCAE. The first struggle – to introduce a professional tertiary social work course in Tasmania – had been overcome, but trouble simmered in the early concessional resolution to the question of how to provide social work education in Tasmania. For the next 40 years the Social Work course would have to grapple with

questions over its place in the University and its relations with the institution, and this in turn would impact the nature of Tasmanian social work itself.

### The Politics of Place in Tasmanian Social Work Education

The initial answer to the question of how to provide social work education in Tasmania had been answered:

- Social Work was to be taught at a bachelor's degree level (initially the course was to be offered as a Postgraduate Diploma in Social Work but this changed). The course and award were a BA (Social Work);
- it would be a '2 + 2' course (Part 1 comprising two years of studies in Arts focusing on social and behavioural sciences, and Part 2 comprising an integrated program of social work study). (The BSW has maintained the initial course structure. The MSW follows the same pattern of study as Part 2 of the BSW and this means that both cohorts of students receive the same education inputs to graduate at a beginning qualifying level.);
- the course was to be based in Hobart at the TCAE at Mt Nelson and teaching was to be extended to students in Launceston on the Newnham campus; and
- the Department was to be staffed by the well-liked Adam Jamrozick (Head of Social Work 1973-1980), Jim Ife (UTAS 1974-1980) and Don Chandraratna (1974-81).

Jim Ife recalls the optimism that surrounded those early years:

The early years of the Social Work course at the TCAE in Hobart were times of incredible optimism. The Whitlam Government was in full stride, and for social work it seemed like a golden age: not only was there a progressive government in Canberra, but the spirit of the times was optimistic – we felt we were really helping to create a better, fairer Australia, and believed with Wilensky and Lebeaux (in a commonly used reference at the time) that 'welfare state will become welfare society, and both will be more reality than epithet'. There was optimism among the students, as the first participants in a new course, and on the part of social workers in Tasmania who at last had the social work course for which they had worked so long. Staff and students were close - we had lunch together, usually accompanied by vigorous debate led by Adam Jamrozik, and we socialised together. It was a genuine community of mutual learning, enlivened by the optimism of the times, by serious engagement with the radical social work movement, and by a climate of intellectual inquiry and debate. We did not realise then just how privileged we were.

Of Adam Jamrozik's leadership, Jim says 'he stimulated, provoked, and expanded people's minds and visions, and social work in Tasmania became something more than anyone had dreamed of up until that time.' Adam and his staff instituted a trademark criticality in social work education that is easily recognised today in Tasmania's social work graduands. For example, Mara Schneiders, a past student and longstanding sessional educator in the Social Work course, says:



Studying social work expanded my awareness of inequality and power. Maurice Todd challenged how I saw the world, and Liz Little highlighted gender issues and strategic thinking. I was inspired to be active and got involved in student politics, joining the uni women's committee.

Susan Neighbour, also a past student and longstanding sessional educator in the Social Work course, echoes a similar sentiment:

I recall many heated debates as we studied ethics and values for an entire semester, many of these prompted by our lecturer, Maurice Todd ... Most of our spare time as students was spent in the cafe continuing the debates from class. There was much talking as we thought we all knew the 'right' way to change the world. Much of this talk would continue on to pub nights.

Under the guardianship of these early mentors, the critical philosophy of the course was well on its way to embedding itself in Tasmanian social work, although Maurice might say 'Not enough!' The location of the Department of Social Work and where the course was offered was not yet settled however, harkening the beginning of the longstanding, divisive argument of where Social Work should be based in the state.

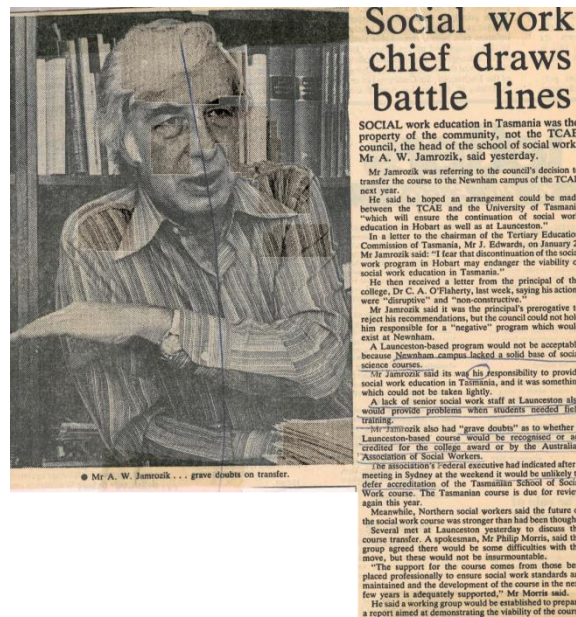
#### Social Work is Moved to Launceston at the TSIT

The Social Work course was first registered at the TCAE as a degree in advanced education in 1975 and in the same year it was professionally accredited by the AASW. Following accreditation of the course, Adam Jamrozik began the process of phasing in the full program of the BA (Social Work) at the TCAE's Newnham campus. A decision was made by Council to move Social Work from Mt Nelson and establish it at a new Institute of Advanced Education in Launceston (which became known as the Tasmanian Institute of Technology (TSIT)). A divisive and acrimonious period in social work education's history in Tasmania was sparked by this decision.

As soon as news about the relocation of Social Work was known, the Federal branch of the AASW contacted the TCAE and the University to clarify that their recent accreditation of the course would not cover its relocation to Newnham; the accreditation was non-transferable to Launceston. Federal Secretary of the AASW Faye Green clarified that their decision related to 'particular necessities of social work education including the need for adequate fieldwork placements and the appropriate level of courses in the social and behavioural sciences' (27/2/1980). Adam Jamrozik relentlessly pushed the cause of teaching the course in both Hobart and Launceston, and argued that the course remain Hobart-based and, building on growing sentiment amongst social services and social workers within Tasmania, and amongst the Heads of Schools of Social Work, located in the University rather than the newly proposed Institute. Countless submissions to the TCAE, the University and to State Parliament decried move and warned the impending threat to the viability of social work education in Tasmania if the course was moved to the North. For example, in a submission to the Post-Secondary Education Planning Committee of the University (1976), the Tasmanian Branch of the AASW strongly argued that a move to Launceston, seen to be a place deficient

in course offerings and quality teaching in behavioural sciences; having a lack of agencies for fieldwork; lacking qualified supervisors for fieldwork placements; and without a history of relationships between the college and agencies, would ultimately threaten the accreditation of the social work course. The story was 'big news', particularly in 1980 as the move of the course to the north loomed large. Headlines read: 'Students in 'political game' on course' (*The Mercury*, 20/6/1980); 'Social work fears' (*The Examiner*, 18/6/1980); 'TCAE students worried' (*The Mercury*, 18/6/1980); 'State social work course in jeopardy' (*The Mercury*, 25/3/1980); and Adam Jamrozik went public with his concerns in the story captioned, 'Social work chief draws battle lines' (*The Mercury*, 28/3/1980).

(*The Mercury*, 28/3/1980).



Adam Jamrozik publicly comments on the move of Social Work from Hobart to Launceston (*The Mercury*, 28/3/1980)

In 1981 the TCAE became the Tasmanian State Institute for Technology (TSIT) and despite the controversy and heated protests, Social Work was moved to Newnham. As predicted, in 1981 the accreditation committee of the AASW convened by Francis Donovan recommended that the BA (Social Work) course should not be re-accredited. (The Committee also said that students enrolled in the final year of the course in 1981 would be eligible for membership to the AASW as they had completed the previously accredited course.)

The 1980s continued to be a period of high drama in the history of the Social Work. It was a time when tempers flared in the aftermath of the loss of accreditation. (Under the careful stewardship of Ben Gelin, Head of Social Work 1981-1984, the course was reaccredited in 1982. In their report, the Committee recommended that Council approve the title of Bachelor of Social Work (BSW) for the course and award, and this subsequently happened.) During this time, the bitter dispute continued to 'save' Social Work from the north. By 1981 all three of the original academic staff members of the course had resigned. Rebecca Gottschalk, a former student, remembers these tumultuous times:

I came from Sydney to join Part 2 of the recently established Launceston course in 1984. It was in some turmoil: the TV news showed a departing Head of School being locked out of his office and escorted off the campus just as the new head, Dr Nancy Gumprecht from California, was being installed.

Tragedy struck in 1985, perhaps tempering the divisive relations that now existed between some quarters of the social work field, state and national branches of the AASW, the Department of Social Work and the Institute. Nancy Gumprecht (Head of Social Work 1984-1985) went missing on a bushwalk in October 1985. Nancy's efforts preceding her disappearance had secured the reaccreditation of the newly named BSW for the next five years. Rebecca Gottschalk recollects that 'distraught students and staff suspended classes for a week while we all desperately joined in the unsuccessful search.' Rebecca also remembers that 'Maurice Todd was very much an anchor and inspiration for us and kept the School steady during the rocky times ahead.' Maurice Todd (1975-1996) was to hold the helm steady many times over the next years as Heads of Social Work, in quick succession, changed (Veronica Coulshed 1987-1988; Peter Boss 1988-1990).

#### The TSIT amalgamates with the University

1991 saw in more changes for the embattled and newly named 'School of Social Work' as the TSIT merged with the University. To the delight of many the BSW was now a university course in Tasmania and Jim Barber (Head of School 1991-1993) oversaw the initial restructure. A new set of challenges (as well as opportunities) arose however, as people feared the new research requirements and qualifications of academic staff would negatively impact teaching and overload staff. Social Work was amalgamated with the School of Sociology to form the cross-campus School of Sociology and Social Work. While some people were stricken by the implications of the amalgamation, Daphne Habibis (1988-present) held a more positive view:

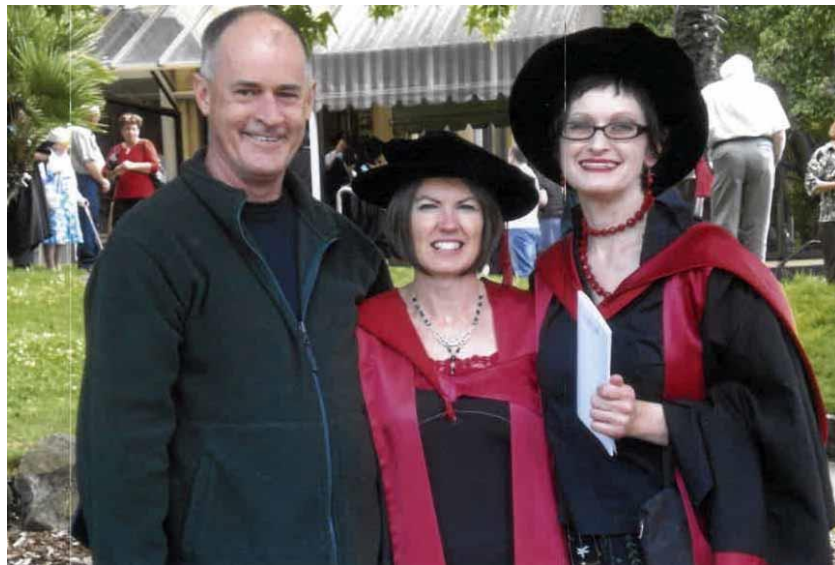
At that time sociology in northern Tasmania only existed as four units taken in Years 1 and 2 by undergraduates studying for the BSW. I remember the then Dean of the Faculty of Arts, Professor Malcolm Waters, saying how the relationship between sociology and social work would change as a result of the amalgamation. In one sense he was right. Within a short period of time the name changed to the School of Sociology and Social Work and the sociology program rapidly expanded to a full major, later followed by post-graduate studies... Social work numbers also grew and both disciplines enjoyed a shared commitment to ensuring student-centred learning that emphasised the transmission of the knowledge, skills and values that those entering the social work profession would need.

After such tumultuous times it was with relief that Social Work welcomed Robert Bland (Head of Social Work 1997-2008). Robert came to the School when the social work discipline was attempting to locate itself more solidly in the academic context of the University whilst simultaneously holding steadfastly to cherished ideas about what constituted quality education; this was not an easy feat! Staff and students remember Robert for his great talent of bringing people together and being able to bring out the best in people. He acted as a mentor to students and staff, nurturing their professional and academic

aspirations. He revitalised relationships between the University and the social work field in Tasmania through regular meetings of the Course Consultative Committee chaired by Maurice Todd. Robert's deeply humanitarian perspective helped foster the confidence of students and staff. Subsequently, Social Work at UTAS extended its national and international reputation as leaders in teaching and learning, and in research. Reflecting on that time, Robert says:

One of the most satisfying achievements of the Social Work program between 2001-2009 was the development of a viable and vibrant PhD program. Staff member Shirley Patton was our first graduate. We then enjoyed a 'golden age' of research activity with four students working on PhDs full-time in the School over a five-year period. We enjoyed the unique combination of creative and exceptional candidates (Sonya Stanford, Marg Hughes, Paul Willis and Torna Pitman). Supervision of projects with Cec Craft was challenging and inspirational. It was a special time of intellectual adventure at UTAS and so special for Social Work.

Between them, Robert and Cec saw each of these candidates complete their PhDs and move into their own academic careers.



Professor Robert Bland, Dr Margaret Hughes and Dr Sonya Stanford at Dr Hughes's graduation in December 2009

Robert strived to harmonise the push-and-pull between the need for stability and the need for growth in the School, nevertheless the sore point of the re-location of the teaching program to Launceston from Hobart stubbornly persisted in the cultural psyche of Tasmanian social work

#### Resolving the Politics of Place and Advancing Quality Social Work Education in Tasmania

For 20 years Heads of Social Work and Social Work academics based in Launceston endured the relentless question of why the School could not be based in Hobart or why Part 2 of the Social Work course could not be taught in Hobart. A suitable answer was needed. Re-

accreditation documentation in 1991 and in 1997 demonstrates how staff initially attempted to address the challenges that travelling students faced. These changes included delivering the course on a part-time basis in Hobart in 1991 however the course was (once again) discontinued as only three students graduated in 1996. Radical shifts in unit structure and teaching delivery patterns were also attempted. These changes resulted in students' time on the Newnham campus in Semester 1 in Years 3 and 4 of the BSW being reduced to just two full-time days per week. Staff were under no illusions about the persistent significant financial and other burdens that Hobart and Cradle Coast students faced; disgruntled students at the end of a long semester and weary from winter travel often vented their discontent! As staff sat stunned in the aftermath of such outbursts, lecturer Debra Smith (1997-2013) would cheer everyone along saying students were simply putting their learning into practice; they were talking back to power and questioning assumptions. It was clear the best efforts of staff weren't enough to address the inequities and risks of the situation, however.

In 2011, after exhaustive efforts on her part, Sandra (Sandy) Taylor (Head of Social Work 2009-2013) watched ever so carefully over the introduction of a revamped BSW and the newly introduced Master of Social Work (MSW) that achieved reaccreditation and accreditation respectively in 2012. The AASW accreditation panel praised the BSW and MSW courses as exemplary social work education programs in Australia. The BSW and MSW were wholly delivered in each region state-wide. In 2011 all lectures were video and/or audio recorded by staff, usually in their offices, and placed online for students to access before they attended their tutorials/workshops within their regions. The expected growth (that was realised) in student numbers in the qualifying Social Work course, along with federal recognition that there was a national workforce shortage in social work, meant that Sandy was able to secure strategic funding to create new staff positions in Hobart, on the Cradle-Coast campus in Burnie and in Launceston. A period of unprecedented growth in student and staff numbers ensued and enrolment numbers continue to expand. To the delight of many, Social Work was back in Hobart!

At the same time as she was developing and expanding social work education in Tasmania, Sandy was the driving force behind research mentoring programs and strategies that aimed to enliven the developing research culture of the Newnham campus (Hobart campuses had a more established and resourced university research culture), and to address recognised gender inequities in research opportunity that especially impacted the female dominated 'early career' staff profile of Social Work. Sandy, always striving to push social work education and the profession to new limits, signed Social Work up to 'Getting it Right', a national project that aimed to promote indigenised and decolonised social work curriculum, a shift in focus that has been whole-heartedly embraced by staff. Sandy's final role during her remarkable, high-impact tenure at the University of Tasmania was to see Social Work through yet another restructure, this time into the School of Social Sciences, which Sandy oversaw as Head of Social Work and as Acting Head of the newly constituted School. Summing up the history of Tasmanian social work education, Sandy says:

To me, Social Work at UTAS, across its 40+ year history has been distinctively characterised by its ongoing commitment and responsiveness to providing quality and equitable social work education within its island state context while simultaneously taking into account the significant changes occurring in broader Tasmanian, Australian, professional and international contexts... Social Work is ... characterised by committed, thinking and up-to-date staff, well connected to

their professional constituencies and communities and well-attuned and responsive to contemporary educational contexts and challenges.

### Continuing Questions about the Provision of Social Work Education in Tasmania

Finding an answer to the question of how to provide social work education in Tasmania has proven a demanding, exhaustive task for all those who have accepted the challenge of the question. As changes have been made over time unease has usually followed as the field, staff and students question what might have been lost to concede to imposed as well as desired imperatives. Yet much has been achieved. Maurice Todd has said that Social Work in the north must be recognised as a survivor, which is his valediction to the tenacity and spirit of colleagues within and external to Social Work at UTAS over the years. Cec Craft (UTAS 1990-2010 and Acting Head of Social Work 1996) adds:

Social Work continues to thrive despite the challenges of numerous changes to the structure, to staffing levels and to the coming and going of many dedicated and committed Social Work teachers. In the 90s the amalgamation with UTAS presented a particular challenge but the School transformed itself and developed a rich and productive research culture and a clear commitment to continual growth and program development. In that first year of amalgamation it would have seemed impossible that staff in the Social Work discipline would later take on significant leadership roles in the faculty.

Relationships between students, and between students and staff, are the nexus of deep learning. Notably, amidst the storm and tempest that has pervaded Social Work's history at the University of Tasmania, sustained relationships have underpinned our capacity to influence Tasmanian social work through quality educational experiences, as attested in the following reflections from former students:

In 2007 I joined the UTAS (Newnham) campus and enrolled in the Social Work course. Very quickly I became part of the School of Social Work community and I enjoyed making close friendships with my fellow students ... We became a close group of friends and even after graduation we still catch up every six to eight weeks to have dinner together, even though many of us have moved to different towns (Rokhsar Hussein).

During my time at UTAS I learnt so much about myself and about others ... I grew up at UTAS and I grew into the social worker that I am today. Along the way I have been supported and inspired by various strong characters – passionate and committed members of the UTAS staff past and present, most notably Robert Bland, Cec Craft, the late Deb Smith, Sandy Taylor and Sonya Stanford (Lauren McLean).

In the 15 years since I graduated as a social worker, I have often turned to Cec Craft at times in my practice when I have most needed a warm embrace. Anytime I need to I can conjure her voice and hear her asking me to be kind to myself. Even in her retirement, she has responded when I have reached out to her with a dilemma. Cec's kind-heartedness, constancy, critical reflections and empathy have persistently sustained me as a social worker (Allison Birchall).



The Social Work course is not merely a learning program made up of teacher - student relationships: it is a program of mentoring each individual to understand their purpose. It is a journey of self-awareness and discovery of driving forces that equip each individual to confidently take into their social work future... My path of personal growth was profound and so strongly supported by staff (Kate Wilson).

Perhaps it is these relationships that will steady the course for the next iteration of questioning how social work education can best be delivered in Tasmania.

*From the author, Dr Sonya Stanford:* I would like to acknowledge Dr Anthea Vreugdenhil (Senior Lecturer and current Acting Head of Social Work) and Maurice Todd (former Head of Social Work) for their insightful and valued input into the development of this account of the history of Social Work at UTAS. Special thanks must also be given to the guidance provided by Professor Sandra Taylor (former Head of Social Work and former Acting Head of the School of Social Sciences), Professor Robert Bland (former Head of Social Work and former Head of the School of Sociology and Social Work), and Cecilia Craft (former Lecturer in Social Work and former Acting Head of Social Work).

### **Surveying and Spatial Sciences Education and Training in Tasmania** *Tony Sprent, Jon Osborn, Christopher Watson*



Students monitoring a land slip at the Home Hill Winery

In 1883 Nicholas John Brown, who was minister for lands and works and Surveyor General of Tasmania, commissioned an enquiry into 'The Survey System of Tasmania'. The enquiry was held by the Victorian Surveyor General, Alexander Black, and its scope included 'to

prescribe a proper test examination to be passed by gentlemen seeking employment [as surveyors] in the Department' (Jones 1989). Black's report was strongly critical of several matters, including the absence of 'professional control and supervision, essential to the uniformity of practice'. By mid-1883 a board of examiners had been appointed and this began a system of education and training through articulated pupillage and board examination. This continued until the introduction of Tasmania's first tertiary qualification.

While articulated pupillage had for a long time been a satisfactory means of educating and training land surveyors, by the early 1970s the rapid development of increasingly sophisticated surveying and mapping methods made it clear that formal degree programs were required. University degree courses were already in place in NSW, Queensland, Victoria and South Australia.

In 1972, at the request of the Institution of Surveyors Tasmania and the Tasmanian Board of Surveyors, a degree program was commenced at the newly constructed Mt Nelson campus of the Tasmanian College of Advanced Education (TCAE), which had been established under the Advanced Education Act 1968. There was strong and influential support from industry and the surveying profession for the development of this course.

The programme comprised a four year Bachelor of Applied Science (Surveying) with all subjects fully prescribed. It included three years of academic coursework and one year of professional experience, which students undertook in the second year of their enrolment, between the first and the last two years of study.





Surveying students in the late 1970s working in the bushlands around the TCAE

The original staff were Ken Toms (Head of Discipline), Tony Sprent (Lecturer) and Betty Golding (Secretary). They were joined soon after by Peter Zwart (Lecturer) and Bob Davis (Technical Officer). In the first year, the academic staff delivered the new degree program and also delivered evening classes in astronomy, geodesy and photogrammetry to about fifteen remaining articulated pupils. A concentrated series of lectures was also provided for those remaining articulated pupils based in the north of Tasmania. This completed the Surveyors Board articulated pupillage route to professional qualifications.

The year of professional experience proved very popular both with the students and the surveying profession. It provided excellent practical training, as well as a reliable supply of technical assistants! In many cases, graduates returned as graduate employees to the company with which they had been placed for professional experience. Many progressed to senior positions and roles as directors in local and national consultancies.

In 1975 moves were commenced to close down the TCAE in Hobart with some schools moving north to a new campus at Launceston and others transferred to the University of Tasmania. The first of those to be transferred to the Sandy Bay campus of the University were Surveying, Pharmacy and Librarianship. In 1978 entry into the TCAE surveying program was closed and classes commenced in the new Bachelor of Surveying (BSurv) within the Faculty of Engineering in an annex built onto the front of the Engineering

Building. For a while classes were using facilities on both the TCAE's Mt Nelson campus and the University's Sandy Bay campus. This period was fraught with excitement and danger, with hair-raising tales of reckless driving up and down Proctors Road as students raced between lectures.



*The transfer of Surveying to the University of Tasmania brought social activities to the University as well as new academic activities. The art of "Plank Racing" was part of this new cultural richness!*

Two streams were developed in the BSurv: Land Surveying and Computer Technology. The computer technology stream was introduced to recognise the increasing importance of computing in surveying. It also enabled those students who did not wish to become registered surveyors to pursue careers in the broader spatial sciences, particularly the emerging field of geographic information systems. The first year of the course was offered on both the Hobart and Launceston campuses with staff travelling up to Launceston for lectures and practical classes.

The 1990s marked the beginning of what has been a dramatic and continuing expansion of surveying and the spatial sciences. Internationally and locally, universities responded to the emerging trends – introducing new content to degrees and adapting their programs to reflect emerging graduate employment markets. In Australia, alongside the changes to program content, there were changes to the names of degree programs. At the University of Tasmania, a decision was made to adopt the term 'Geomatics', which had established a foothold in Europe, North America, Canada, and at some Australian universities. The first intake into the Bachelor of Geomatics was in 1996. It remained a 4-year program, with two streams: Land Surveying and Geographic Information Systems, and with the professional experience component of the degree reduced to a one-semester placement and moved to the fourth year.

While the structure remained constant, the name of the degree was later changed to Bachelor of Surveying and Spatial Sciences, as the local and international conventions became more settled.

At about this time the University undertook a rationalisation of courses, closing some, transferring others between Launceston and Hobart, and changing faculty and departmental structures. The future of the surveying program was for a time quite precarious. However, following considerable lobbying from external bodies such as the Institution of Surveyors, State and Federal Government organisations and National and International research establishments the discipline was maintained. It was however moved from a School within the Faculty of Engineering and Surveying to a discipline group in the School of Geography and Environmental Studies, within what was to become the Faculty of Science, Engineering and Technology. The move to a School of Geography and Environmental Studies reflected the increasing importance of mapping and the spatial sciences in a breadth of sectors, alongside the continuing roles of surveying in land ownership and infrastructure development.

The next catalyst for change was the University's move to common degree structures. The existing degree was a highly prescribed program that didn't fit naturally with any of the model degree structures. A major structural revision of the program was therefore required. At the same time, the importance was recognised of ensuring that students from an increasing variety of disciplines could access coursework options in geographic information systems and remote sensing. The surveying and spatial sciences discipline group undertook a major review of the curriculum and a new course structure was introduced in 2007. The four-year course was converted to a 'three plus one' program comprising a 3-year Bachelor of Surveying and Spatial Sciences and a 1-year Graduate Diploma of Land Surveying. The 3-year program in turn comprises a Major in Surveying, a Major in GIS and Remote Sensing, a Minor in Geography and Environmental Studies, and several course and student electives. These structural changes have allowed for a Minor, and more recently, a Major in GIS and Remote Sensing to be made available to students in the University's Bachelor of Science. The changes have substantially improved the viability of the University's surveying and spatial sciences program, and provide strong course and unit opportunities to many undergraduate students.

Alongside development of the University's teaching program in surveying, GIS and remote sensing, the spatial sciences group has established a very strong program of internationally significant research across two theme areas under the broad umbrella of Earth observation. The environmental space geodesy research theme focuses on sea level, polar geodesy and global planetary change. The environmental remote sensing and geospatial analysis theme explores phenomena from the local to the landscape scale, with a focus on multiple sensor airborne and satellite data acquisition and analysis.

Both research themes support highly collaborative projects, with application often in the space between traditional discipline areas. Research collaborations are local, national and international. The group has established a strong research output, with publications in



prestigious journals such as *Nature*, *Science* and *Nature Geoscience*, and attracts research funding at the highest level from schemes such as the Australian Research Council and the European Union Marie Curie scheme, as well as national research infrastructure programs such as the Integrated Marine Observing System (IMOS) and the Earth Science equivalent, AUScope.



Surveying in Antarctica

As we witness the world move into an era of increasingly consumerised spatial technologies – spatially enabled mobile devices, augmented reality, web-based digital Earth models, spatially distributed sensor networks, high resolution remote sensing from drones to satellites – we are also witnessing a massive increase in the demand for high resolution data, high accuracy data, sophisticated data analysis, delivery of information or decisions rather than data, and sophisticated means of communicating that information. The University is well positioned to contribute locally, nationally and internationally to these challenges and opportunities.

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*ADB 3*; A Jones, *Backsight; a History of Surveying in Colonial Tasmania*, Hobart, 1989.

Photographs supplied by T Sprent

*About the authors:* Dr Anthony Sprent, PhD 1983, AM, is currently Adjunct Senior Lecturer in the School of Mathematics and Physics, University of Tasmania involved with the commissioning of the Harlinton Telescope at the Greenhill Observatory. He contributed to surveying education in Tasmania from its inception in 1972 at the Tasmanian College of Advanced Education and later at the University of Tasmania until his retirement in 2003. Dr Jon Osborn, PhD (1994), is a senior lecturer in Surveying and Spatial Sciences, School of

Land and Food, University of Tasmania. Jon has contributed over an extended period to the development and delivery of the University's undergraduate and graduate coursework programs in surveying and spatial sciences. Dr Christopher Watson, (2005), is a senior lecturer in Surveying and Spatial Sciences, School of Land and Food, University of Tasmania. Christopher contributes to undergraduate and postgraduate education, and has developed an active research program in environmental space geodesy.

## Research

### **A Heartbeat's Journey Through the World's Great Cities** *Colin Jones*

Today, I am in Helsinki, the most recent of the great cities of the world to where I have been invited to share my ideas on entrepreneurship education. In recent times it has been London, Vienna, Geneva, Lyon, Singapore, Edinburgh and Cardiff where I have been invited to talk about entrepreneurship and the process of learning to become entrepreneurial. I find it amusing that they invite my mind and always end up settling for my heart; that when all is said and done, that is actually what they were after.

I have long realized that to satisfy such requests, I must offer them an explanation of my heart, for it is in there that my true passions and aspirations emerge. As I reflect upon the last few years, I realize the degree to which I am truly indebted to the University of Tasmania. Twice now it has been a place where my life has taken new shape and found significant purpose. The first time was in 1990, when I was recruited to the University of Tasmania Cricket Club to bring some leadership to a very young team. I found myself surrounded by many young, hopeful university students. They lived in poverty, dreaming of their future careers whilst they chased or belted a red ball around the cricket field.

In my naivety I regularly told them to get a job and get on with life, totally dismissing the value of the education they were pursuing. Up until that point in my life, formal education had delivered little to me. I had managed to fail almost every subject from grade one to ten. I left high school having just turned 15 and started working with a friend of the family the following day. I was glad to have left formal education behind and embarked on a process of several jobs before starting my first company at age 20. I had no real plan; I just followed my heart and ignored my inability to adequately read and write, instead developing my oration skills. I remained enthusiastic and looked forward to bigger and better things.



Dr Colin Jones lecturing in Finland

In 1997, my life would be changed irrevocably. I lost my business, all personal assets, left my partner of the time, and subsequently resorted to trying to find a pathway to reclaim my lost wealth. To access the legal aid required to make this journey possible, I needed to be either unemployed or an enrolled student; and I chose the latter. I visited the University of Tasmania to enquire if I was able to enrol in something. I was informed that yes, I could enroll as a mature-age student, and so began the most interesting and transformative process of my life. My first challenge was to read something called a textbook. This task, simple for most, was a huge mountain to climb, as till that point in time (aged 33), I had never read a single book. Soon enough, I was reading the set material, although very slowly.

However, my expectations of what being at university would be like were not always being met. I had assumed that there would be frequent scholarly conversations, those of a philosophical nature. As an undergraduate student these proved difficult to find, but perhaps had something to do with the questions I was personally interested in asking. I came to realize that my thoughts on education and how to understand business in general differed from many around me. At times this has been frustrating. It has however provided me with many moments of immense happiness as I manage to connect with kindred spirits within and outside the University of Tasmania.

So I am eternally grateful for the opportunities that the University of Tasmania has provided me. I am also glad I have chosen to pursue these challenges, for in reality they are the challenges that are open to all to pursue. My success during the past few years in my chosen fields is explainable with reference to the following question. Do they want what I know, or do they want what I believe? I now know the answer to this question, and it is very much that

they are interested in what I believe. Herein lies one of the great challenges of university life. When we assume that everything can be known, we risk being frozen in time, quite often settling for what is known, rather than speculating on what is yet to be known.

The history of the world is one of constantly replacing the known with what others have just recently started believing. This is the process of scholarship; it is the most exciting aspect of being an academic, and it is the one thing that most excites me in my current career. So, this begs the question; what do you believe?

Do you believe that you have reached the pinnacle of your life's learning? Do you believe you have genuinely shared your wisdom to the benefit of others? Life may be short, but if you're still breathing then you're never too old to learn something. It is amazing to consider that the University of Tasmania is now celebrating 125 years. At the time of its founding, the intellectual contribution of Charles Darwin was just starting to be fully comprehended. A young boy called Henry Gleason who would eventually re-establish the importance of the individual entity in ecology was marvelling in the natural world at his small feet. A young psychologist called John Dewey was developing his intellectual abilities, as was the young mathematician Alfred Whitehead. Conversely, John Ruskin was nearing the end of his wonderful life, leaving the audacious advice that the education of a man could be reduced to three questions; where is he? Where is he going? Therefore, what must he know in order to complete the journey? Most interestingly to me is that Whitehead, Ruskin and Dewey's contributions to education came from outside the domain of education. In their day, a scholar in one field was entitled to speculate on a broad range of scholarly topics; we seem to have lost this trick in recent years.

So to me the University of Tasmania's 125 years of operation don't seem so long, for the span the time from when many of my intellectual heroes lived till the present day when their various ideas continue to inspire me is captured across the flip of a few pages. This is the beauty of university life, the endless opportunities to delve backwards and forwards in time, tracing the thoughts of others. The University of Tasmania has provided me with access to the minds of many great minds, both current and past. To talk with my colleague Jonathan West about how we can understand our world, or to speculate on the opinions of those already past, is a pure joy.

Throughout this process it is increasingly my newfound confidence that propels me forward into the conversations of others. They invite me into their worlds not to test my knowledge but rather to listen to what I believe. At the heart of scholarly leading is a willingness to be vulnerable. To state one's beliefs with conviction. To communicate in ways that may perhaps be remembered in 125 years' time. I will leave Helsinki knowing that my heart has been exposed to my audience. That my audience has been drawn towards a deep consideration of my ideas through the heart-felt connection we have experienced. This is the magic of the University of Tasmania, its cultivation of Tasmanian minds and the confidence we from this small beautiful island have shared for so long with our friends scattered throughout time and space.

We face challenging times, and while the University of Tasmania may change as much in the next 20 years as it has in the past 125 years, some things will remain constant. There will always be a place at our great university for curious minds, for great communicators, and for those driven by passion. I look forward to continuing my personal journey and will forever be grateful to the University of Tasmania and its people for providing me with the opportunity to connect to the beauty of education a second time. In doing so, I now realize that my first effort at educating myself was derailed by misplaced curiosity. I aim to ensure my students' individual curiosities remain connected to a process of beneficial learning. For me, the field will always be open to talent when the heart is open to the field.

*About the author:* Dr Colin Jones (PhD 2009) is a Senior Teaching Fellow in Entrepreneurship and Enterprise Education in the Australian Innovation Research centre at the University of Tasmania.

### **Three Directors of the Menzies Institute for Medical Research: Different Challenges and Different Styles** *Dan Norton*

Menzies Research Institute Tasmania is 26 years old. Over that period it has only had three Directors - Professor Terry Dwyer (1988 – 2003), Professor Simon Foote (2005 – 2011) and Professor Tom Marwick (2012 – current). Each has been a leader fit for the time.

It is also important to recognize that on two occasions Professor Alison Venn has very successfully stepped into the breach to oversee the Institute for significant 'interregnum' periods.

#### **Establishment**

Professor Dwyer played a critical role in obtaining support to establish the Institute and fostered its prime focus on population health. As well as being a first-rate epidemiologist, he was an entrepreneur and some might say, not unkindly, a raconteur. He provided the necessary drive and enthusiasm to develop a viable and successful medical research institute. His pivotal role in the work on AIDS provided real profile to the Institute. His interests outside the Institute included senior roles in national sports administration. He left to become Director at the Murdoch Research Institute in Melbourne.

#### **Growth in scope and scale**

After Professor Dwyer's departure there was impetus in the medical science fraternity at the University of Tasmania to establish a second medical research institute. The then Vice-Chancellor, Professor Daryl Le Grew, was concerned that such a move could leave the University with two potentially sub-scale medical research institutes. The decision was therefore made to grow and broaden the focus of Menzies. Professor Simon Foote, an internationally recognised geneticist, was appointed Director. His initial challenge was to work with stakeholders to bring about this growth in the scale and scope of the research. A gregarious character, Professor Foote's tenure as Director featured significant growth in a number of thematic areas. He also played a major role in the funding and development of the MS1 and MS2 facilities by the University. He left to become Dean of Macquarie University's



Australian School of Advanced Medicine. He is now Director of the John Curtin School of Medical Research at the Australian National University.

### Consolidation

Professor Tom Marwick was appointed Director at a time when it was recognised that some refinement of scope was needed to enable the Institute to be best placed in the highly competitive world of research funding. A cardiologist with a distinguished history in cardiovascular research, Professor Marwick is currently leading a continued focus on the major diseases affecting our island population, including arthritis, cancer, dementia, diabetes, heart disease, mental health and multiple sclerosis.

While each Director has faced a different set of challenges and brought a different style they have all established a strong relationship with the Institute's greatest supporters, the Tasmanian community.

*About the author:* Dr Dan Norton, PhD Economics 1981 (North Carolina), AO, was the Menzies Chairman from 2004-2013.

### **Jean Panton – A Volunteer Whose Work Was Instrumental in the Establishment of Familial Cancer Research at the Menzies Institute for Medical Research** *Miranda Harman*

Sometimes the work of one determined and passionate individual forms the genesis of something much bigger. This is the case with Jean Panton, a research assistant and volunteer whose curiosity about certain cancers in Tasmanian families provided a foundation for the familial cancer work taking place at the Menzies Institute for Medical Research. Jean's is a story of character, determination and service.

From her early days as a research assistant Jean was convinced that we could learn something important from families who had more than one member with leukaemia or related diseases. She was born and bred in Hobart and over the years had developed a phenomenal knowledge of Tasmanian families, networks and kinships.

The value of the families that Jean identified was recognised by the former Menzies director, Professor Simon Foote, whose primary interest is human genetics. The information she had gathered - a rare and valuable resource - was developed and we are now using today's technology to locate genes that predispose to the development of leukaemia, lymphoma and related diseases.

Jean's introduction to medical research, her zeal for collecting and never disposing of records and her interest in family research, came from one of her first jobs as a research assistant with Dr J Bruce Hamilton, a prominent Hobart ophthalmologist. Dr Hamilton wrote papers and a book describing hereditary factors in Tasmanian families with eye diseases. His entry in the *Australian Dictionary of Biography* was written by Jean herself.

In 1972 Jean was appointed for a six-month period as a research assistant to Albert Baikie, a haematologist who was inaugural Professor of Medicine in the University of Tasmania's Faculty of Medicine. Thirty-eight years later she was still working on the very subjects to which she had been introduced by Professor Baikie and his second-in-command, Norelle Lickiss. Professor Baikie was an acknowledged world expert in leukaemia and he too believed in preserving records.

Once her interest was sparked, Jean began to collect details of families that had more than their share of leukaemia and lymphoma. She collected relevant cuttings from newspapers and drew family trees. Academics who she worked with would politely tell her to go away, because as worthy as her ideas were, they couldn't see that anything would come from studying these families.

Jean would scour the death notices in all three Tasmanian newspapers, seeking connections and relationships with patients whose names she had already collected. She had special access to the office of the Tasmanian Registry of Births, Deaths and Marriages. If she believed in a cause, nothing would dissuade her.

In a story that illustrates several aspects of Jean's approach to life, another researcher had been allocated an office that Jean had used while it was vacant. He had found boxes of records related to her research - irreplaceable medical records and notes collected over years - and had sent them for disposal. When Jean found out she drove furiously to the Hobart Tip in the hope of locating the papers and indeed was successful in rescuing several.

The research at Menzies into the families first identified by Jean has borne fruit. An important research paper on these Tasmanian families was published in the prestigious *British Journal of Haematology* in 2010, with Jean as a co-author. It may not be unprecedented but it is certainly unusual for someone with no formal scientific training to be acknowledged in this way.

Jean was quite free of personal ambition. Apart from a short period working for Professor Baikie, most of her work in medical research was done without payment or salary. Late in her career she was acknowledged as an Honorary Research Associate of the University of Tasmania. Recognition eventually came in other ways too. In 2005 she was awarded the Medal of the Order of Australia for service to the community through medical research, and to the conservation of the environment. In 2008 she was made Hobart Citizen of the Year for contribution to the areas of medical research, cultural heritage and the environment.

Jean Panton died in 2010 but her legacy is alive and well.

*About the author:* Miranda Harman, BA 1986 (Deakin), is currently Marketing and Communications Manager of the Menzies Institute for Medical Research.

### **How Menzies Helped to Solve the SIDS Mystery** *Terry Dwyer*

The annual rate of Sudden Infant Death Syndrome (SIDS) in Tasmania was twice the national average in the years leading up to the establishment of the Menzies Centre for Population Health Research in 1988. This fact stood out to me as I reviewed the data on disease distribution in Tasmania before my departure for the University of Tasmania from Sydney University in 1985. The head of neonatology at the Royal Hobart Hospital, Neville Newman, convinced me that this should be the subject of a major research effort. The cause of SIDS had not been clearly identified, and epidemiological research had been limited. With helpful input from Geoffrey Berry, Professor of Biostatistics at Sydney University, we planned the first prospective cohort study on this condition.

Preliminary work began just before the decision of the Menzies Foundation to support the establishment of the Centre. The epidemiology research group within the Medical School at the University of Tasmania consisted of one epidemiologist, the research fellow Trevor Beard, and limited support staff. Even with the extra \$200 000 that the establishment of the new Centre brought, it would not have been realistic to work on a broad front. It was decided that we would focus most of our effort on the new SIDS research program.

The next step was to build an appropriately skilled team. We advertised for another epidemiologist and a biostatistician, but it proved very difficult to attract qualified applicants. It seemed that Australian academics were either not interested in living in Tasmania, or were not confident their careers would flourish there. This problem was compensated for by a stroke of good luck when a young Tasmanian medical graduate, Anne-Louise Ponsonby, became our first postgraduate student, working on SIDS. She put an incredible amount of intelligently directed energy into the SIDS program, and together, with financial help from the Australian Rotary Health Research Fund, we were able to develop momentum in the project. In 1988, we initiated the first full data collection for the cohort study — a huge endeavour that involved measurements each year in 1500 infants and their mothers on three occasions in the first three months after birth.

That we could get this work under way was pleasing, but we needed to find well-qualified biostatisticians. Given the previous lack of success with advertising in Australia, I decided to use our international network. Sir Richard Doll referred Michael Jones, a young Master of Science graduate from Oxford, who was recruited to our ranks, and then Laura Gibbons, from the University of Massachusetts, joined us. This relatively small and young team of investigators coordinated the conduct, data management and analysis of the SIDS program. They also assisted with less well-resourced but developing areas in cancer and cardiovascular disease.

In late 1990 evidence was accumulating from case-control studies that prone sleeping position might be a major cause of SIDS, but the research was retrospective, creating concerns that recall bias might explain the findings. We had the only prospective data in the world and were able to show that the association was equally strong prospectively, ruling out recall bias. A number of countries, including Australia, launched campaigns to encourage parents not to place babies on their stomachs in the cot, with astonishing results — the death

rate from SIDS in Australia fell from 507 in 1990 to 139 in 1998, with similar falls in a number of other countries.

While our work was not the only important contribution to the understanding of this major cause of SIDS, it provided an important piece of evidence needed for solving the puzzle. Later, in 1993, our team explained why prone sleeping position seemed to exert a different effect in winter than summer and a different effect across countries. Then, in 1995, we provided evidence that showed clearly that the fall in deaths could only be attributed to the changes in prevalence of prone sleeping position.

As an example of the impact of this work, SIDS-related mortality in Australia decreased from 2.18 per 1000 live births in 1987 (525 deaths) to 0.6 per 1,000 in 1997 (161 deaths). This success ranks as one of the major contributions of Menzies (now the Menzies Institute for Medical Research). It has helped to establish the organisation as one which, in its special island location, can have a significant impact on international medical science. The SIDS breakthrough was the much-needed platform that would underpin future recognition and opportunities at Menzies.

*About the author:* Professor Terry Dwyer was the inaugural Menzies director (1988 – 2003). He is now Director of the Murdoch Children's Research Institute and Honorary Research Professor at Menzies.

### **IASOS TO IMAS – The beginning of IASOS *David Green***

For 30 years, about a quarter of the University of Tasmania's existence, a similar vision for excellence and academic focus in Antarctic and Southern Ocean studies has found champions and opportunities, and also recurring risks, competition and conflicts within the University and outside it.

Before the 1980s, research at University of Tasmania in Antarctica and the Southern Ocean was initiated and supported by individuals and discipline-based departments, recognising the key role of the Australian Antarctic Division (AAD) in supplying the logistics for Antarctic research. The relocation to Hobart of the CSIRO Divisions of Oceanography and Fisheries, and of the AAD, provided opportunities for collaborations, including access to facilities in the UTAS Central Science Laboratory, and teaching and co-supervision of students by CSIRO and AAD researchers.

By the mid-80s universities were funded through CTEC (Commonwealth Tertiary Education Commission) and proposals for major funding for new initiatives were submitted on a triennial basis. Arising from pressures from ASTEC (Australian Science and Technology Council) and ARGC (Australian Research Grants Committee) Universities were invited in 1986 to submit innovative proposals towards specialisation and focus to strengthen and differentiate the national teaching and research system. Following debate and support at Standing Committee and Professorial Board, the Vice-Chancellor asked Prof David H Green to consult and prepare a draft proposal for a multi-disciplinary centre focussed on marine and

Antarctic studies and developing opportunities for collaboration in teaching and research between the University and CSIRO Divisions of Oceanography and Fisheries, and the AAD. The importance of informing Tasmanian Federal and State Parliamentarians and gaining their support was recognised and the Vice-Chancellor (Professor Alec Lazenby) hosted a breakfast at the University Club (October, 1986), attended by the Premier, Leader of the Opposition, Tasmanian Federal and State Ministers and Members (a total of 30 parliamentarians). The *Mercury* gave full coverage, describing the concept, the proposed location in a new centrally located building, the national leadership and international visibility sought, and the strong support expressed by parliamentarians of both parties. The University received positive comment from CTEC and this submission and others influenced the establishment of the new ARC program of 'Key Centres for Teaching and Research' with funding beginning in the 1988-89 financial year.

In January 1988, the University submitted a proposal for funding of the Institute of Antarctic and Southern Ocean Studies (IASOS) as a national Key Centre for Teaching and Research, noting that the University had already committed \$50,000 in 1988 to the proposal from its Strategic Initiatives Fund and the State Government had committed a further \$20,000. The proposal presented IASOS as a multidisciplinary structure integrating teaching and research on Antarctica and the Southern Ocean, led by a Director of professorial rank, staffed by both IASOS personnel and by joint appointments with discipline-based departments. IASOS would be formally linked to AAD and CSIRO Divisions of Oceanography and Fisheries Research recognising the strong support expressed by the heads of these agencies. IASOS would contribute to existing undergraduate courses and offer new courses at honours level including a new Graduate Diploma, Honours, Masters and PhD degrees. IASOS would be housed in a new purpose-built building adjacent to physical sciences and engineering departments. The submission emphasized the potential role for IASOS in serving Australia's national interests and commitments to Antarctica and the seeding of an internationally visible research school focussed on Antarctica and the Southern Ocean. Standing Committee of the Professorial Board appointed an ad hoc Steering Committee for IASOS, including relevant departments and faculty representatives and representatives from the CSIRO divisions and from the AAD. At its first meeting on 17 March, 1988, it began the process of establishing a Graduate Diploma course (GradDip ASOS) to accept enrolments in 1989. Dr David Thomas was seconded part-time from the Botany Dept. to develop the GradDip course.

The Chairman (Prof D Aitkin) of the Interim Australian Research Council (replacing ARGC) advised the University on 28th April 1988 that the IASOS proposal had been shortlisted and further questions would be addressed at Prof Aitkin's visit on 5th May 1988. Queried on the use of Key Centre funding of around \$250,000 pa, the University indicated that this would be allocated to recruitment of the Director, an additional staff member and part-time professional and administrative staff. Current expenditure of \$346,900 on teaching and research was identified as existing IASOS program. The University committed to expenditure of ~\$120,000 on conversion of the undercroft of the Physics building as interim accommodation for IASOS, pending funding and construction of the Centenary Building.

On 4th June 1988 the Minister for Employment, Education and Training (Hon J S Dawkins) announced that IASOS was included in the first round of 15 Key Centres for Teaching and Research selected from 206 applications. Funding of \$176,000 for 1988/9 was allocated and

would continue for 6 years in the first instance. Noting the current inclusion of northern and southern elements in IMAS, it is relevant to the IMAS story that a Key Centre for Teaching and Research in Aquaculture was also funded at the then Tasmanian State Institute for Technology in Launceston.

The positions of Director and lecturer/senior lecturer in polar technology/cold regions engineering were funded from the Key Centre grant and advertised in August 1988. Rules of the Graduate Diploma and Graduate Diploma with Honours were drafted, to be administered as a 1-year course including core units of Antarctic & Southern Ocean science, policy & law, together with existing discipline units selected as appropriate to a student's discipline or direction. Course details and rules were incorporated in 1989 Handbooks for Faculties of Science, Arts, Law, Engineering and Medicine emphasizing the cross-disciplinary nature of the course. The successful completion of the GradDip ASOS (Hons) enabled entry to a research degree (Masters or PhD).

The first Annual Report to DEET by the Key Centre (31st March 1989) notes 6 students in the Grad Dip course, the appointment of Prof DH Green as Acting Director (with Prof M Stoddart acting in the role from 13th April to 13th July) and Dr D Thomas as contract Lecturer in IASOS. Dr I Buick was appointed to IASOS as a Research Fellow funded by a research grant (\$31,700) from the Antarctic Science Advisory Committee to Dr S L Harley, University of Edinburgh and Prof D H Green to work on high grade metamorphic rocks of the east Antarctic Shield. A major addition to IASOS was the location of the Australian Secretariat of the international Ocean Drilling Program (ODP) within IASOS/Geology. University of Tasmania (Geology Department, IASOS) bid successfully for the Secretariat which was funded by ARC (\$600,000 pa), AVCC (\$100,000), and AAD (\$40,000). Dr Tony Crawford was appointed as Supervising Scientist for Australian ODP. The 1988 ocean floor drilling was on the Heard-Kerguelen Plateau and was a good 'fit' to IASOS interests. The Australian Collection of Antarctic Micro-organisms (ACAM) in Agricultural Science (Drs T McMeekin and P Franzmann) achieved international recognition and increased research activities in Antarctica and Southern Ocean were identified in Botany, Zoology, Chemistry, Geology, Geography and Environmental Studies, and Pathology. Faculty of Law reported re-orientation towards international law, law of the sea and Antarctic law. Both Faculty of Law and Department of Political Science had major input into the Grad Dip ASOS course.

To ensure that momentum in the development of IASOS was maintained, Dr Bruce Davis (Political Science) was appointed as Deputy Director and David Lyons, formerly AAD Chief Engineer, as lecturer in polar technology. Prof Garth Paltridge, FAA, formerly Chief Research Scientist in CSIRO Division of Atmospheric Research was appointed as Director in December 1989 and took up his position in January, 1990. Meanwhile, all the first Grad Dip students successfully completed their courses. It is noteworthy that one of the first graduates, Tony Worby, was appointed as CEO of the Antarctic Climate and Ecosystems Cooperative Research Centre (ACE CRC) in 2014.

Professor Paltridge takes up the story, including the opportunity presented by the Cooperative Research Centres program and the growth of the successful 'Antarctic CRC' 'along-side' rather than 'within' the University, with the consequent fading of IASOS, to the point that it

became mainly a vehicle for delivering the Grad Dip IASOS course and the Education Program of the CRC.

*About the author:* Emeritus-Professor David H Green, AM, FAA, FRS, For Mem Russian Acad Sci, DSc (1988) DLitt (Hon) (1994) (Tasmania), PhD (1962) (Cambridge), was Professor of Geology at the University of Tasmania from 1977 to 1994 and Director of the Research School of Earth Sciences at the Australian National University from 1994 to 2002.

### **IASOS (the Institute for Antarctic and Southern Ocean Studies) and the ANTARCTIC CRC *Garth Paltridge***

The first Director of IASOS (Garth Paltridge) had some considerable early worries about the long-term survival of his Institute.

First, there was a noticeable unhappiness in certain parts of the University because IASOS had been conceived as much more than a simple ‘on-paper’ institution providing access to resources for existing university departments. It was to have its own research staff, and paying for these from the short-term ‘Key Centre’ funding left precious little for other purposes.

Second, it was a deliberate intention that the research and teaching of IASOS should cover the full gamut of Antarctic activity – that is to say, from social and legal matters through to the biological and physical sciences. The implementation of such an intention would require a significant and willing input of talent from other departments. Bear in mind that the early nineties were a time when the ‘student numbers’ criterion for funding of university departments was beginning to bite. It was not to be expected that generosity would always be a guarantee of inter-departmental cooperation.

With only four staff committed and beholden to IASOS itself, this issue of ‘breadth’ raised the possibility of another problem – namely, an almost inevitable trend for the course-work and research activity within IASOS to be so shallow as to be of no real benefit for a future career. (To some of the old-school academics, the very word ‘studies’ in the IASOS title was a warning to that effect). It was decided very early on to ensure that the Graduate Diploma with Honours, which contained a research component almost equivalent to an MSc and provided direct entry to a PhD program, would effectively replace the purely course-work Graduate Diploma.

The bottom line however was that IASOS would have to develop its own extensive PhD program to survive – let alone to grow. In turn this required access to high-quality (and willing) external supervisors.

Which is where extreme luck came into the picture. This was the year (1990) when the idea of a Cooperative Research Centres Program was first presented to the federal government by

its Chief Scientist (Ralph Slatyer). And it was his foresight which ensured that at least a few of these new and extremely well-funded research centres, intended mainly to support industries of one sort or another, could be devoted to what was known as ‘public good’ research. Roy Green (an Institute Director within CSIRO) gave an early alert of the possibility of forming a Cooperative Research Centre (CRC) involving IASOS, the Australian Antarctic Division, the CSIRO Division of Oceanography, the Bureau of Meteorology and the Bureau of Mineral Resources. He ensured among other things that the IASOS Director would be one of a few people to present examples of potential CRCs at a meeting of politicians in the Cabinet Room of Parliament House in Canberra.

Suffice it to say that the ‘Cooperative Research Centre for Antarctica and the Southern Ocean’ (Antarctic CRC for short) was established from the first round of CRC applications in 1991. It was the only public-good CRC of that round, and was built upon an initial seven-year contract with about \$3 million per year of new federal money and an estimated \$4.5 million per year of resource commitment by the five organizational partners. The Director of IASOS became as well the Director of the CRC, and essentially the two institutions were run as the one operation for the next decade.

From the University’s selfish point of view, the problem of access to highly skilled supervisors was solved, and by the end of its first decade IASOS was responsible at any particular time for a population of more than 50 PhD students. By the time the first Director retired in 2002, the IASOS/CRC combination had become by any standard a very large, and very successful, postgraduate research school.

The ultimate success of the operation can be ascribed to more than just money. The physical closeness of four of the five CRC partner organizations in Hobart was an immense administrative advantage not enjoyed by many (if any) of the other Cooperative Research Centres. It so happened as well that the new IASOS building (planned well before IASOS itself came into being, and completed during 1991) was ambitious in terms of scale and could readily be adapted to house many of the staff transferred into the joint IASOS/CRC complex by the partner organizations.

But more important than anything else, the attitudes of the Chiefs/Directors of the federal partner organizations (for CSIRO Oceanography, Angus McEwan; for the Australian Antarctic Division, Rex Moncur; for the Bureau of Meteorology, John Zillman; and for the Bureau of Mineral Resources, Royce Rutland) were unusually positive and long-sighted. All of them saw the CRC as something to support in its own right – as something which would provide a research outcome of benefit to all – and not simply as a source of money to support existing staff and existing programs in their home institutions. They allowed and encouraged physical transfer of their own people onto the University premises in order to ensure direct interaction with the researchers funded by the new money of the CRC. They seemed to foresee the impact of the CRC on the growth of Hobart as a world centre for research on oceanography, marine geoscience, Antarctica and general climate, and wanted to be part of it. They envisaged, in fact, something close to the structure surrounding the recently established Institute for Marine and Antarctic Studies (IMAS).



The University in some ways was rather more selfish in its attitude. Certainly in the early years, its financial people tried very hard to lay their hands on CRC funding to pay (and pay handsomely) for resources supposedly ‘transferred’ into the CRC. Fortunately their machinations were unsuccessful at the time.

Nostalgia isn’t what it used to be of course, but attitudes have changed since the halcyon years of the nineties. These days, CSIRO (for instance) insists on being paid in cash for its contributions of staff and resources to any of the CRCs with which it is involved. It is one of the great mysteries of Australian science as to why that particular change was accepted by the Cooperative Research Centres Program. It signalled a major turn-around in the operating philosophy of many CRCs — to say nothing of a considerable dent in their resources and capability.

Perhaps it was all part of a devaluation of the currency of research. Maybe there are now just too many scientists in the world, and they have to be selfish to survive.

In hindsight from the point of view of the University, it was probably a mistake in 2002 to replace the retiring IASOS/CRC Director with two Directors. The replacement separated the institutional priorities, and it was almost inevitable that the component with the most resources (the CRC) would overshadow IASOS. Within a few years, the University’s ability to sell itself as a focused ‘centre’ of training in Antarctic and Southern Ocean research suffered accordingly. To be fair, one can perhaps say that the problem ultimately had a positive impact on subsequent history in that it became one of the background drivers for the development of IMAS.

*About the author:* Emeritus Professor Garth Paltridge, BSc Hons 1961 (QLD), PhD 1965 (Melbourne), was professor and director of the Institute of Antarctic and Southern Ocean Studies at the University of Tasmania from 1990 until his retirement in 2002.

### **The Institute for Marine and Antarctic Studies: An International Flagship for the University of Tasmania** *Mike Coffin*

Tasmania has long been a gateway to the tempestuous Southern Ocean and the frozen continent of Antarctica beyond, with human endeavours intermingling basic exploration and resource exploitation. While the pointy ends of islands and continents in the Southern Hemisphere – Tasmania, New Zealand, South America, South Africa – are aimed at Antarctica, the coastline of southern Australia as a whole cradles the Southern Ocean, and matches the coastline of East Antarctica in shape. This is no accident; until approximately 100 million years ago, Antarctica and Australia were joined, part of the supercontinent of Gondwana. Thus the 42% of icy Antarctica claimed by Australia, lying due south of our sunburnt land, has a long geological history of connection and continuity.

The 20th Century witnessed a transition from what has come to be known as the heroic age of Antarctic and Southern Ocean exploration to an era of more systematic and academically rigorous investigation. Nationally, this was manifested in the first half of the century by the

creation of the Australian Antarctic Division (AAD), Commonwealth Scientific and Industrial Research Organisation (CSIRO; originally Advisory Council of Science and Industry), and Geoscience Australia (GA; originally Bureau of Mineral Resources, Geology & Geophysics), all of which have pursued and continue to undertake scientific research in Southern Ocean and Antarctica.

The previous century was also marked by significant changes in ocean and Antarctic governance. Originally claimed by the United Kingdom, the Australian Antarctic Territory (AAT) was placed under the authority of Australia in 1933. Similarly, Heard and McDonald islands became a territory of Australia when transferred from the United Kingdom in 1947. Australia was an original signatory of the Antarctic Treaty, which came into force in 1961. Australia's Exclusive Economic Zone (EEZ) was defined in 1973, and its outer limit – 200 nautical miles from the Territorial Sea Baseline (TSB) – was set out in 1994. Also in 1994, Australia ratified and became legally bound to the provisions of the United Nations Convention on the Law of the Sea (UNCLOS). Following the Australian submission for Extended Continental Shelf (ECS), extending up to 350 nautical miles from the TSB, under the provisions of UNCLOS in 2004, the UN Commission on the Limits of the Continental Shelf adopted recommendations on Australia's ECS in 2008. In 2012 Australia proclaimed its ECS, the net result being an Australia significantly more submarine than subaerial, and having the third largest marine jurisdiction of any nation.

Increasing knowledge and understanding of this vast marine jurisdiction and the AAT is a critical mass of approximately 1,000 marine and Antarctic researchers and support staff in the Hobart region. Distributed primarily among the University of Tasmania, CSIRO, and AAD, this thematic concentration, the greatest in the Southern Hemisphere and among the largest in the world, is serendipitous in the sense that it was not assembled as part of any national marine and Antarctic strategy. Originally on mainland Australia, AAD relocated to Kingston, just south of Hobart, ca 1980, and CSIRO's marine scientists relocated to Hobart ca 1982. As recounted in the previous contributions, the University's journey to IMAS commenced in earnest in the late 1980s with the establishment of the Institute for Antarctic and Southern Ocean Studies (IASOS). The trajectory progressed with the inaugural multi-institutional Cooperative Research Centre (CRC) for Antarctica and the Southern Ocean launched in 1991 and successive topical CRCs through present; the founding of the Tasmanian Aquaculture and Fisheries Institute (TAFI) in 1998; the creation of the Centre for Marine Science (CMS) in 2004; and the formation of the National Centre for Marine Conservation and Resource Sustainability (NCMCRS) in 2008. The launch of IMAS in 2010—amalgamating IASOS, CMS, and individuals from other University faculties—represented a major milestone towards fulfilling the University's ambition to become a world leader in marine and Antarctic research and education.

Prior to the establishment of IMAS, Prof Peter Frappell brought its development to my attention during a visit to the UK, where I was serving as Director of Research at the National Oceanography Centre and Professor at the University of Southampton. Following a visit to the University in October 2009 and an interview in January 2010, I accepted the position of inaugural Executive Director of IMAS; after unanticipated delays with issuance of a visa, I took up the post in January 2011, succeeding Interim Director Professor Michael Stoddart. My goals in the role have been simple: to build IMAS, drive change, and develop talent.



Professor Millard F Coffin, Executive Director of the Institute for Marine and Antarctic Studies

My first orders of business were to develop the inaugural IMAS Strategic Plan 2012-2017 via a facilitated, bottom-up process, and to imbue an academic culture at IMAS combining humanism and excellence. The Plan encapsulates IMAS's world-leading vision and mission, outlining IMAS's three core research themes—Ecology & Biodiversity, Fisheries & Aquaculture, and Oceans & Cryosphere. These are complemented by three interdisciplinary themes—Climate Change, Ocean-Earth System, and Ocean & Antarctic Governance—to nurture interactions both within IMAS and throughout the University of Tasmania.

As major advances in knowledge commonly occur across the boundaries of disciplines, my goal is for IMAS academic staff members to span the spectrum of basic ocean and polar science—biology (including fisheries and aquaculture), chemistry, geoscience, and physics—as well as encompass the social sciences and humanities, making IMAS unique and distinctive in Australia as well as positioning IMAS to join the ranks of leading marine and Antarctic institutions worldwide. Unlike in the rest of the developed world, Australian institutions until IMAS have traditionally partitioned marine geoscience from the other disciplines of marine science (biology, chemistry, physics), and although several marine and polar geoscientists at the University remain outside of IMAS in 2015, a core group of marine and polar geoscientists constitutes a vital part of IMAS.

Blending all four scientific disciplines above is a hallmark IMAS's aspirational peer and benchmark institutions globally. These major, high quality institutions (and year established) include: Atmosphere and Ocean Research Institute, University of Tokyo, Japan (1962); Geomar Helmholtz Centre for Ocean Research Kiel, Germany (1987); Lamont-Doherty Earth Observatory, Columbia University, USA (1949); National Oceanography Centre, UK (1995); Scripps Institution of Oceanography, University of California, San Diego, USA (1903); and the Woods Hole Oceanographic Institution, USA (1930). In addition to their world-class research and education, these institutions have long and extensive experience with governance and philanthropy. Implementing global best practice for the sector in these areas is a future challenge for IMAS. It will likely take IMAS several decades to join the ranks of these illustrious institutions as an equal, but the voyage has begun.

The expertise of IMAS scientists covers all three pillars of marine and Antarctic research: observation, experimentation, and modelling. To date, IMAS has had marked success in attracting the best and brightest mid- and early-career talent worldwide, including seven prestigious Australian Research Council (ARC) Future Fellows and five highly competitive ARC Discovery Early Career Researcher Awardees (DECRA), complemented by one Future Fellow in Antarctic geoscience and one DECRA in marine geoscience hosted elsewhere in the University. At this snapshot in time, IMAS has approximately 200 staff, not including PhD students, having grown from approximately 100 staff in 2010.

Other major milestones during IMAS's first five years of existence include: assimilation of TAFI to become IMAS-Taroona in March 2011; construction of the iconic IMAS-Hobart headquarters, funded by the Commonwealth's Education Investment Fund, and occupancy in December 2013; transfer of the NCMCRS from the Australian Maritime College to IMAS, becoming IMAS-Launceston, in September 2014; and construction of the new Experimental Aquaculture Facility at IMAS-Taroona in 2015. IMAS's current three campuses—IMAS-Hobart (headquarters), IMAS-Launceston, and IMAS-Taroona—have superb staff and offer a host of state-of-the-art facilities, but at the same time present ongoing cultural, management, administrative, and communication challenges that IMAS senior management works continuously to address.

Research is IMAS's *raison d'être*; translating nature into knowledge is the Institute's aim. IMAS staff members are involved in more than 300 research projects. In 2015, the largest of these include the IMAS-led Antarctic Gateway Partnership (ARC Special Research Initiative), the IMAS-hosted Antarctic Climate & Ecosystems Cooperative Research Centre (ACE CRC), the IMAS-led National Environmental Science Program (NESP) Marine Biodiversity Hub, the IMAS-led Commercial Development of Rock Lobster Culture Systems (ARC Industrial Transformation Research Hub), the IMAS-led Sustainable Marine Research Collaboration Agreement, a node of the Centre of Excellence for Climate System Science (ARC), IMAS-hosted Tasmanian Partnership for Advanced Computing (TPAC), a node of the NESP Earth Systems Hub, the Australian Seafood CRC, and a commercial-in-confidence aquaculture research program initiated by a US-headquartered Fortune 500 company. In addition, IMAS-Hobart hosts the national Integrated Marine Observing System (IMOS). Research accounts for a large majority of IMAS's annual turnover of approximately \$50 million in 2015, having grown from approximately \$15 million in 2010. The growth of IMAS research over its first five years has required a strong commitment from the University. The

current Australian funding model for research only partially covers the costs of research, which presents significant budgetary challenges for universities.

Education is vital and integral to IMAS's success. IMAS's undergraduate degree courses—the Bachelor of Marine and Antarctic Science and the Bachelor of Applied Science—encompass world-class offerings ranging from academic to applied. In 2015, IMAS is initiating its first collaborative articulation program; the overseas partner is Ocean University of China (Qingdao), that country's leading institution of higher education in marine science. PhD students are the lifeblood of a thriving research institution. The joint CSIRO-UTAS PhD Program in Quantitative Marine Science, established in 2004, and the joint AAD-UTAS PhD Program in Quantitative Antarctic Science, initiated in 2012, attract students globally; approximately two-thirds of candidates in these programs are international. In 2015, IMAS has approximately 185 enrolled PhD students, having grown from approximately 100 in 2010. Other graduate qualification offerings of IMAS include the University PhD, Masters, Graduate Diploma, Graduate Certificate, and Honours.

IMAS is strongly engaged with local, national, and international communities. Links with the local community are robust, as are ties with leading marine and Antarctic research organisations in Tasmania, in the rest of Australia, and across the globe. As examples of the last, IMAS is a member of the international Consortium for Ocean Leadership, Global Partnership for Oceans, and Partnership for Observation of the Global Oceans, and hosts the international project office of the Southern Ocean Observing System. These relations are ever expanding, and serve to enhance IMAS's reputation and esteem as a global centre of excellence addressing the most pressing marine and Antarctic questions.

Leading IMAS in the first five years of its life has been an exciting, exhilarating, rewarding, fulfilling, and humbling professional and personal journey. That IMAS is now regarded as Australia's leading academic institute for marine and Antarctic research and education, as well as an internationally recognised centre of excellence in these areas, is a testament to the outstanding talent of IMAS staff, sustenance by the University, support of funding agencies, and backing of many local, national, and international collaborators and stakeholders. Prospects for the future of IMAS are bright.

*About the author:* Professor Millard F Coffin, PhD MPhil MA (Columbia) AB (Dartmouth), is a marine geophysicist. He joined the University of Tasmania as Executive Director of the Institute for Marine and Antarctic Studies in January 2011, following previous positions in the United Kingdom, Japan, the United States of America, and Australia.

**AMC Charts Course as Centre for Maritime Excellence** *Nicole Mayne and Staff of the Australian Maritime College*



AMC Ship Simulator

AMC was opened in 1980 to provide maritime education and training for Australia's merchant navy and fishing industry. The opening was the culmination of two decades of work by people who were convinced that Australia needed a centralised, modern institution to provide such training. The 1960s were a time of technological advancement in the shipping industry. Increasing automation and port development along with improved vessel design meant a considerable change in seafarers' workloads. Maritime industries in the US and the UK were quick to adapt to the changes but Australia began to fall behind, especially in the emerging area of short specialist courses.

By the early 1970s people were finally starting to take seriously the need for improved maritime training in Australia. In 1972, the Whitlam Labor Government was elected on a platform that included the development of home-grown seafarer training. In 1975, during the height of a Bass electorate by-election campaign after the resignation of Lance Barnard, the Prime Minister of Australia, Gough Whitlam, announced that the college would be built in Launceston, Tasmania. This decision remained in place although Labor lost the seat. When Whitlam's Government fell later that year it led to inevitable delays. The Maritime College Act was passed in 1978 establishing AMC as an autonomous tertiary institution, fully-funded by the Commonwealth Government to provide maritime education and training for the whole country.

By March 1978, work was well underway on the college. Captain Dan Waters had been appointed foundation principal and plans were progressing for building construction and the purchase of a training vessel. The AMC council met officially for the first time late in the year with Tom Swanson at the helm. At the beginning of 1979 senior academic staff began



arriving in Launceston with their families to take up their new positions and begin constructing courses and syllabi.



AMC Newnham Campus

In May 1980, AMC was officially opened by then Prime Minister Malcolm Fraser at a ceremony at the Beauty Point campus. Almost \$30 million was spent on establishing the college. The main building at the Newnham campus, the Swanson building, was completed for the start of the 1981 school year. It featured a 60-metre towing tank in the basement. Today, that towing tank has been extended to 100 metres and is the largest and only commercially operating facility of its type in Australasia. It is used to investigate the behaviour of ships' hulls and other marine structures in different conditions and to find ways to reduce fuel costs and environmental damage.



Submarine testing in towing tank

The Newnham campus also featured a ship operations building with training simulators and the Survival Centre, which was designed to meet international standards. These state-of-the-art facilities have been upgraded over the years and continue to offer a hands-on training environment in which students and maritime industry professionals can hone their skills. That year the college's first 115 students could choose between Diploma of Applied Science (Nautical Science), Diploma of Engineering (Marine), Certificate of Technology in Fisheries Operations, or Associate Diploma in Radio Communications.

AMC's commercial arm, AMC Search, was established in 1984 to commercialise the resources of the college and provide training and consultancy services to the maritime industry. In 1985 it took on 14 contracts and by 1989 it was working on more than 60. One of its early major contracts was with the Royal Australian Navy, helping to assess new ways of minesweeping. It has also held the Department of Defence's Pacific Patrol Boat contract for more than 20 years, providing training for the crews of 22 patrol boats from 12 Pacific nations.

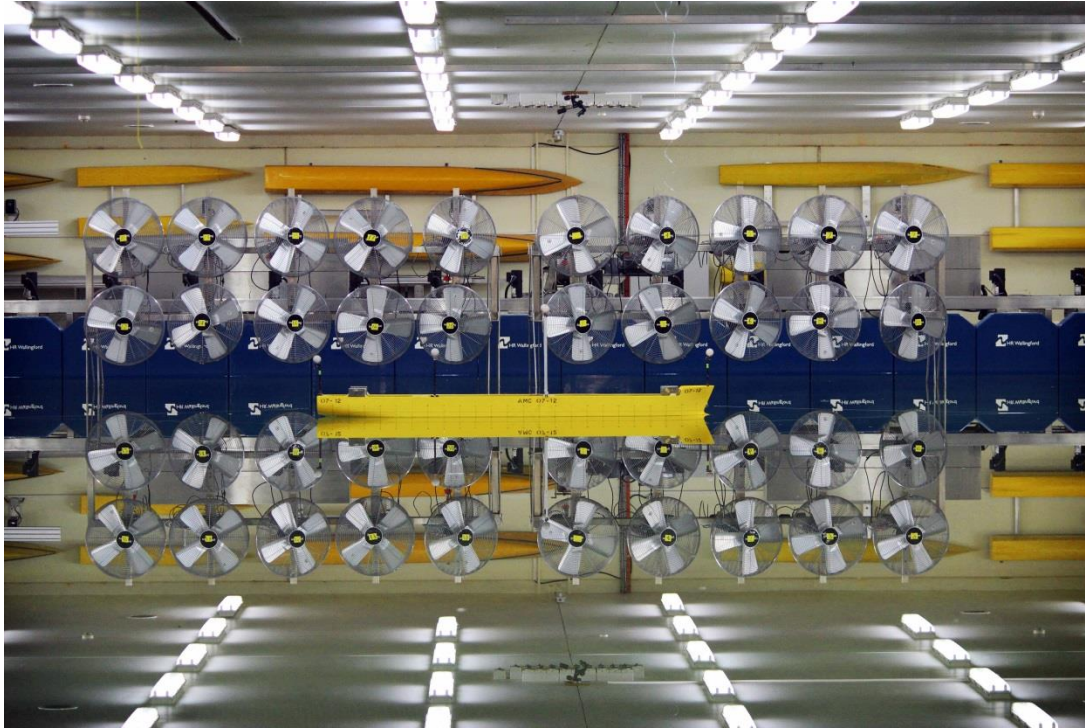
For the first few years AMC was very much a seafarer training college. Most of the students taking diploma courses were cadets from shipping companies. In the tradition of British colleges, cadets were required to wear a uniform, start the day with a flag raising ceremony, and had compulsory sailing on weekend, but this quickly went out of fashion.

AMC is a different place to the one those original young men and women experienced. In 1997, its operation was extended to Singapore through distance education and, in 2007, three distinct national centres emerged – Maritime Engineering and Hydrodynamics, Ports and Shipping and Marine Conservation and Resource Sustainability. Maritime and Logistics Management was introduced as a section of Ports and Shipping and it now offers Australia's premier MBA for the international business and maritime logistics industries.



All of the centres are supported by a world-class suite of teaching and research facilities and an industry-focussed faculty that comes from all over the globe.

The hydrodynamic testing facilities include the model test basin, towing tank and cavitation research laboratory.



Model test basin

These are used by government and industry bodies to conduct physical experiments on ships, defence vessels, wave energy converters, sonar equipment and semi-submersibles, among other cutting-edge research projects. The Centre for Maritime Simulations bridges the gap between theory and practice with its suite of training simulators including a full-scale ship's bridge, tug simulator, dynamic positioning unit and operations bridges. It is used for investigation into port development, ship manoeuvring, and improving safety and efficiency.

Seafaring students have access to a fleet of training vessels, including the Bluefin, and the Emergency Response Centre to undertake hands-on training that prepares them for work out at sea.



Bluefin

In January 2008, AMC was formally established as an institute of the University of Tasmania in accordance with the Commonwealth Government's Maritime Legislation Amendment Act, following the repeal of the Maritime College Act 1978. The vision and purpose of the integration was to strengthen the provision of maritime training, education and research on a national and international scale. It has allowed AMC to build upon its reputation through increased opportunities for teaching and research collaboration. Chief among them is the collaboration with the University's Institute for Marine and Antarctic Studies (IMAS) on significant research projects such as the Antarctic Gateway Partnership.

The synergies between some AMC and IMAS offerings led to the 2014 creation of IMAS Launceston, which was formed from the aquaculture, marine conservation and fisheries management activities conducted through what was previously known as the National Centre for Marine Conservation and Resource Sustainability at AMC. This consolidation of resources has bolstered the capacity of the University and its specialist marine and maritime-focused institutes to pursue an agenda of global excellence; something which in turn attracts the very best researchers and international students.

Since its inception, AMC has attracted students from around the globe. In its first year there were two full-time overseas students, from Fiji and New Zealand. Today it has alumni in more than 50 countries around the world. AMC is one of the seven founding members of the International Association of Maritime Universities, an organisation globally recognised as a centre for excellence with members spanning five continents.

Sharing expertise and partnering with other international maritime universities has always been a key priority. This dates back to 1985, when the International Maritime Organisation asked the college to assist South East Asian and Pacific countries to raise the standards of their maritime training. AMC helped to set up fisheries studies and refrigeration courses in various countries and designed short course programs for maritime and fishing industry personnel. It also provided a teaching experience program for staff of the maritime colleges

in the region. Since then, AMC has fostered partnerships with institutions throughout Australasia, Europe, Africa, the Middle East and the Americas to share teaching resources, encourage exchange programs, and collaborate on research projects.

While AMC's range of courses, facilities and student numbers have changed over the years, its mission to provide maritime education, training and research for Australia and the world has remained. AMC strives to have an international impact through its vision 'to inspire and shape the maritime world' by providing innovative training and education and leading-edge research programs. We congratulate the University of Tasmania on its 125-year anniversary and look forward to a long and prosperous future under its auspices.

### **A History of Aquaculture at the University of Tasmania *John Purser***

Today, Aquaculture is one of a number of important disciplines in the Institute for Marine and Antarctic Studies (IMAS), an Institute within the University of Tasmania, spanning Hobart and Launceston. It is a discipline which has attracted a lot of attention on campus from important visitors and school children alike, from industry and from students from Tasmania, the mainland and over 40 countries internationally. And it is a discipline which has undergone its fair share of change over the years but remarkably still occupies the same footprint as the original aquaculture centre on the Newnham campus. This year marks its 35th birthday.

The aquaculture programme at the University of Tasmania was born in 1980 at the Tasmanian College of Advanced Education (TCAE) at Newnham in Launceston. It was the brain-child of Emeritus Professor Andrew Osborn, supported by the Director of the TCAE, Emeritus Professor Coleman O'Flaherty AM.

In 1983, a lecturer position was advertised internationally, and a Scotsman at the University of Aberdeen was finally chosen to take up the position. Emeritus Professor Nigel Forteach AM and his family arrived in Launceston in early October 1983.

By the time the new lecturer arrived, the Associate Diploma in Aquaculture had already attracted eight students who had completed their first semester. The only aquatic animals for the students to study were some goldfish and a very large giant freshwater crayfish, *Astacopsis gouldi*. At this time suitable accommodation for an aquaculture course was non-existent and visits to nearby trout and oyster farms were the order of the day. Luckily the Inland Fisheries Commission also helped out by allowing us to use their hatchery at Corra Linn. Thus the first year of the course drew to a close.

Interest from Tasmanian and interstate students grew exponentially; this after all was the first aquaculture course to be offered in Australia. New premises were essential. The on-campus fledgling aquaculture centre was born. Initially room was found next to Brookes High School and a series of freshwater paddling pools were set up. One of these was deemed suitable for elvers which duly were supplied by Inland Fisheries. Within a day of their arrival several thousand tiny eels were found making their way across campus. The aquaculture lecturer, his

wife and two small children were seen splashing through water for several hours retrieving the escapees. A truly hands on aquaculture course was now firmly established.

A Diploma course soon followed. Aquaculture in Tasmania was set to expand rapidly. Oyster farms and an oyster hatchery had proved successful in Tasmania and the State Government was determined to establish an Atlantic salmon industry in the State. At the same time a close relationship was being forged between stake holders in the industry and the aquaculture centre on the TSIT campus. It was around this time that the first industry training workshops were developed by the Aquaculture Department; later these would become a model for the state and then national certificate programs.

In 1986, Dr Barry Munday joined the staff as our fish pathologist. He was greatly respected by veterinary scientists throughout Australia and overseas with over 100 publications to his name. In 1996 he became the first Reader in the department.

It must be recognised that other tertiary institutions at this time were also showing an interest in aquaculture teaching but none had the growing facilities offered at Launceston. Professor Forteath found himself appointed to several federally based fishery committees and received invitations to give lectures overseas. He also received an ARC research grant to develop a suitable methodology for triploidisation of trout in Tasmania.

The TSIT believed the time was ripe to apply for a Key Centre in Aquaculture. Unfortunately, the first application was dismissed in Canberra with one referee suggesting we learnt to spell agriculture correctly! Undeterred the Federal Minister was invited to inspect the centre which he did with his wife. This time the elvers were a real hit and fascinated the couple. Our next application met with success in 1988.

The centre received a further boost to its prestige when Her Majesty The Queen visited in 1988.

The Key Centre grant enabled us to advertise positions for several lecturers. Lecturers in salmonid aquaculture, bivalve culture, crustacean culture, fish feeds and algology joined the staff. A degree in Applied Science was offered as well as a postgraduate diploma. Student numbers exceeded 100 (majority from the mainland) and by the time the amalgamation with the University was completed aquaculture was a firmly established centre of excellence on the northern campus.

In 1991 the TSIT amalgamated with the University of Tasmania to create two campuses in Tasmania, these changes enabling the creation of a Bachelor degree, Honours and PhD programs in Aquaculture.

In 1995, a new science building housed the staff of the aquaculture department with excellent laboratory facilities for honours students and higher degree students. The first PhD students graduated in the mid-1990s.

Research activity at the centre went from strength to strength in the 1990s and was greatly enhanced in 1998 when the aquaculture department became part of the Cooperative Research Centre for Aquaculture to be followed by further aquaculture themed CRCs. It should also be noted that the department retained key centre funding for the full allowable term of nine years.

Following a number of discussions initiated by Nigel Forteach (UTAS), Simon Stanley and Rod Oliver (Department of Primary Industries and Water (DPIW)) and others, in 1998 the Tasmanian Aquaculture and Fisheries Institute (TAFI) was formed as a joint venture between the Tasmanian State Government and the University of Tasmania. Partners in TAFI were the state government's Marine Research Laboratories at Taroona and the Fish Health Unit and Animal Laboratories at Mt Pleasant, Launceston, and the University's School of Aquaculture in Launceston and the School of Zoology in Hobart. While the School of Aquaculture left TAFI in 2008 to join AMC, TAFI continued on until 2010 when it joined the Institute for Antarctic and Southern Ocean Studies (IASOS) and staff from a number of University of Tasmania schools to form IMAS.

In 2008 the School of Aquaculture was transferred to the AMC and joined with the National Centre for Marine and Coastal Conservation and the Department of Fisheries and Marine Environment to create a marine focus group in the north in the National Centre for Marine Conservation and Resource Sustainability. New courses were developed around aquaculture, fisheries management and marine conservation and when NCMCRS was transferred to IMAS in 2014 to bring together all marine activities within the University, it had over 200 students attending its courses. About 40% of these were international students.

There are many aquaculture research findings generated in Launceston that are worthy of special attention. Some of these include the development of triploidy techniques in trout, captive breeding of seahorses and flounder, efforts to describe and solve amoebic gill disease in salmon, plant based replacements of fish oil and meal in salmonid feeds, description of feeding behaviour in seacaged salmon, profiling of reproductive hormones in new species of fish, descriptions of the structure of larval fish eyes, microbial indicators in the environment and ecology of toxic algal species.

This milestone in the University's history is a wonderful time to celebrate the innovative forward thinking of a couple of people 35 years ago. Those ideas together with the dedicated work of many staff since has spawned a significant discipline within the University of Tasmania, now incorporated into IMAS a diverse institute with over 200 staff. Aquaculture has come a long way but there is yet so much more that can be done.

About the author: Emeritus Professor Nigel Forteach provided some of the early material in the article. Associate Professor John Purser is Deputy Head, Fisheries and Aquaculture Centre, Institute for Marine and Antarctic Studies. He has been in aquaculture with the University of Tasmania for 27 years and was one of the original staff members employed under the National Key Centre program. He was until September 2014 the Director of the

National Centre for Marine Conservation and Resource Sustainability, AMC when NCMCRS moved into IMAS.

### **The Story of the Australian Maritime College Alumni Association (Singapore Chapter)** **Alex Chow**

During a gathering of Australian Maritime College (AMC) staff members, we suggested a regular getting together. With a few like-minded past graduates, we explored and studied various operational models for clubs, associations and alumni. With the blessing of AMC, we established in year 2002 the 'Australian Maritime College Alumni Association (Singapore Chapter)'.

Our mission was:

*To bring together all past and present students of the Australian Maritime College residing in Singapore.*

*To build up friendships and to create benefits and welfare for the Alumni and its Members.*

Since then, we have achieved a data base of more than 100 registered members.

We share and exchange news and information which are beneficial to us, for example, information related to job openings or members seeking employment. We organise and participate in talks and seminars of topical issues by professional, trade and industry representatives.

We also organise sports and games such as bowling and golfing as well as social networking on themes such as wine tasting, health and investment activities. Our Foxtrot Foxtrots (held the first Friday of every month) are informal gatherings at a club and attract regular attendances. In fact, we organise and participate in almost any event related to education, culture, marine studies or connected with Australia and the Alumni Association.

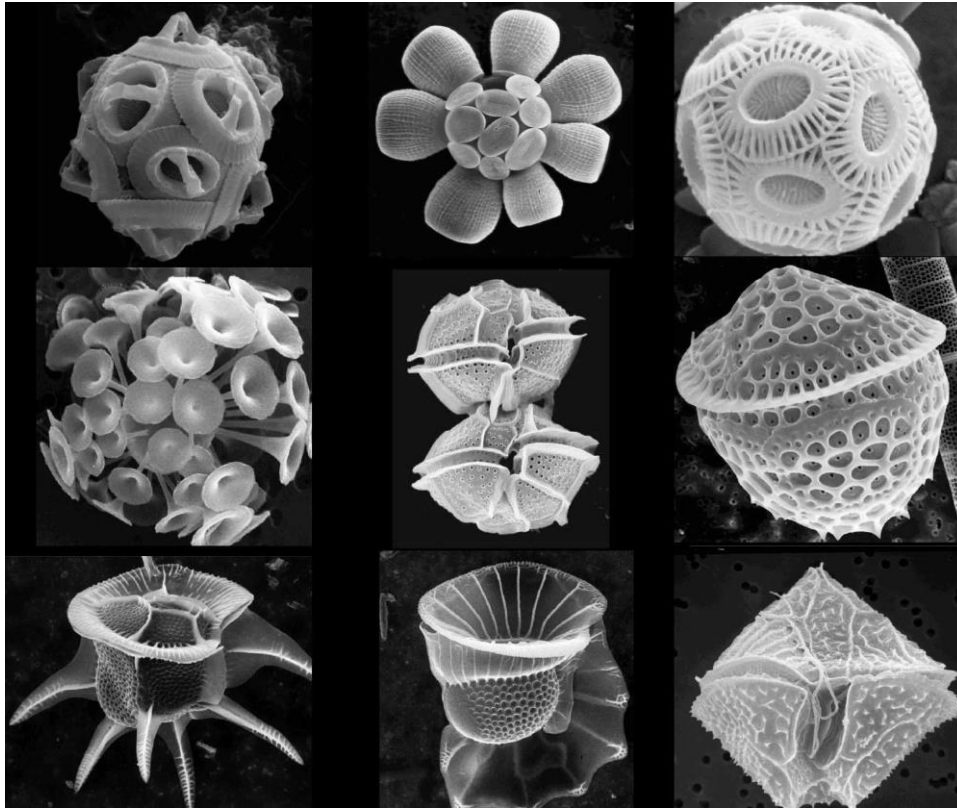
On the serious side, students have access to the alumni pool of working professionals for help with their study and research. The survey research questionnaire is sent to our Members for feedbacks and opinion.

Our proudest achievement is that within a short period of our establishment, we were accepted by AAS (Australian Alumni Singapore). It is no small thing to be recognised as we have actively participated in every AAS event, many held and graced by Cabinet Ministers and senior government officials from Singapore and Australia.

*About the author:* Alex Chow, MBA (Maritime Management), Australian Maritime College 2000, is the Founding President, Australia Maritime College Alumni Association (Singapore Chapter) and AMC Singapore Network Coordinator for the University of Tasmania Alumni.



### Aquatic Botany at the University of Tasmania *Gustaaf Hallegraeff*



Australian ocean plants viewed under the electron microscope

In 1911 Theodore Flynn -the father of the Hollywood film star Errol Flynn- became the foundation Professor of Biology at the University of Tasmania. Much later in 1947 the Biology Department was eventually split into Zoology and Botany, and Cambridge -educated cytogeneticist Newton Barber was appointed as foundation Professor of Botany. It was Professor Bill Jackson, a specialist in eucalypt forest ecology, Head of Botany from 1966 to 1986, who had the far-reaching vision to build up 'Aquatic Botany' expertise at the University of Tasmania. In 1967, he attracted limnologist Dr Peter Tyler to join the lecturing staff. Peter's research started off at the time when plans were announced to flood Lake Pedder as part of a hydro-electric power scheme. He rapidly put the University of Tasmania on the map for his cutting-edge work on the limnology of Tasmanian lakes and concluded that 'nowhere else is there such limnological richness and diversity in so small an encompass as this island'. He classified Tasmanian lakes into western and eastern provinces segregated by what has become known as the 'Tyler's line'. When in 1992 Dr Tyler moved to a professorial appointment at Deakin University, this allowed the strategic appointment of CSIRO Principal Research Scientist Dr Gustaaf Hallegraeff, who put Australia on the world map for his work on toxic algal blooms and their transport via ship's ballast water. This work was awarded the 2004 Eureka Prize for Environmental Research and underpinned the adoption of the 2004 International Maritime Organisation (IMO)'s Ballast Water Convention. The University's expertise also was much in demand when in 2012 a dinoflagellate bloom stretching along 200km of the east coast of Tasmania led to harvesting closures of mussels, oysters, scallops, abalone, rock lobster causing up to an estimated \$24M loss to the local economy. Professor Hallegraeff served as Head of Plant Science from 1998 to 2003, before in 2010 becoming part of the newly created Institute for Marine and Antarctic Studies (IMAS)

on Hobart's water front. With the joining of Antarctic sea-ice algal expert Prof Andrew McMinn (originating from IASOS), and the recruitment of phytoplankton ocean climate expert Prof Phil Boyd (lead author on the International Panel for Climate Change, IPCC) and seaweed physiologist A/Prof Catrina Hurd, the University of Tasmania can now pride itself on hosting the strongest 'Aquatic Botany' team in the Southern Hemisphere. What started in 1967 with a conservation focus on Tasmanian lakes has evolved in 2014 to algal research of global significance in terms of linking climate, human and ocean health.

#### References:

P A Tyler, 'A Lakeland from the Dream Time: the Second Founder's Lecture', *European J Phycol.*, 17, 1992, pp 353-368.

G M Hallegraeff, 'On the Global Increase of Harmful Algal Blooms', *Phycologia*, 32, 1993, pp 79-99.

*About the author:* Professor Gustaaf Hallegraeff, DSc 2002 of the Institute for Marine and Antarctic Studies, is recognised internationally for his research on harmful algal blooms impacting on human health, the fish farm and shellfish industries.

#### **Is Fish the Best Meal for Salmon? Chris Carter**

The Institute for Marine and Antarctic Studies (IMAS) is the home of aquaculture education and research at the University of Tasmania. IMAS again brings together IMAS Launceston, where aquaculture education started in Australia, with IMAS Taroona, where many species new to aquaculture were first investigated. IMAS, with its depth and diversity of talent across many disciplines will ensure the University of Tasmania continues to lead aquaculture research. An ever growing international alumni underpin our achievements and take their knowledge and skills around the world.



Salmon farm Tasmania 2014

Part of the aquaculture research story concerns feeding Tasmanian Atlantic salmon: what is the best meal to feed these carnivores? When young and wild they eat insects and small fish.



After a sea-change, when older and wilder, they eat more fish, get pink on crustaceans and finally mature. Life on a fish farm is more orderly and they eat one type of feed at a time as they grow from less than one gram to over four kilograms. The early feeds were packed full of fish and weren't too different from what they ate in the wild. The fish put into the feed processed from the South American anchovy and came as powdered fishmeal and as fish oil. As research focused on developing the next generation of feeds, it became apparent that salmon have an intriguing capacity to use proteins and fats from all kinds of ingredients.

Aquaculture nutrition research at IMAS integrates commercially orientated ingredient and feed development research with understanding the fundamentals of fish growth, particularly what drives the efficiency of using protein (amino acids), fats and energy under local conditions. Tasmania, as a global hot-spot, provides an ideal location for investigating salmon nutrition under sub-optimum conditions such as elevated water temperature. Central to our research is understanding what makes good alternatives for fishmeal and fish oil as sources of protein and fat, respectively.



Nutritionists at feed mill with lupin

In the Eighteenth century, at about the same time salmon and trout first arrived in Tasmania, pioneering research in Western Australia selected and grew members of the lupin family for agriculture. Many people will recognise tall standing lupins, their single stems adorned with many colourful intricate flowers. They are often part of European type gardens and feature in many photographs of quaint country cottages, but there are over two hundred species of lupin. Lupin seeds have been eaten by humans for thousands of years and were food in ancient Egypt, Rome and for the Incas. Lupins are legumes or pulses and provide a rich source of protein and other nutrients. Since most of the world's lupin crop is grown in Australia, Craig Foster at Gibson's, the feed mill in Cambridge, initiated an investigation with the University on their use in commercial salmon feeds.

We showed at least a third of the fishmeal protein could be replaced by lupin with no effect on salmon growth. Research involved experiments on feed intake, digestion and growth and different feeds. The key research findings supported the export of Australian lupin to Norway for trials in salmon feeds: Norway is where salmon farming started and where most of the world's salmon are produced. We then showed that lupin-feeds outperform fishmeal-only feeds at elevated water temperatures that reflect summer conditions in Tasmania, and now in Norway. The research continues and nearly twenty years later lupins are still used in salmon feeds, currently at the same inclusion as fishmeal.

Through collaborative work, often with CSIRO, we investigated other plant protein sources, ingredient processing using enzymes; feeding and digestion. Important research was done on fish oil replacement using plant, animal and blended oils. Salmon grow as well on plant and blended oils as they do on fish oil. Our next challenge will be to develop and use a range of nutritional and feeding strategies to manage the fatty acid content to meet human nutrition needs. Part of the fun of aquaculture research is the number of species that are farmed or that could be farmed. So we have worked on species that ranged from tropical barramundi and prawns to local lobsters, trout and eels.

Of course the real legacy was the research students who continue to make contributions in aquaculture nutrition. For example, new research by Louise Adams (PhD 2005) is focused on developing Tasmanian lupins rather than using interstate crops. Team members Rhys Hauler (PhD 2002) and Matthew Bransden (PhD 2001) went onto to do fundamental research on salmon nutrition and now work for commercial aquafeed companies. Mehrdad Farhangi (PhD 2003) and Masoud Sajjadi (PhD 2004) returned to Iranian Universities where they continue fish nutrition research including development of proteins for aquafeeds. There are too many to mention, but many international students have been crucial to aquaculture nutrition research and most have returned to continue making an impact in their own countries, including India, Iran, Korea, Malaysia, Mauritius, New Zealand, Syria, Turkey and the United States of America. We look forward to working with new international students. Currently we seem to be popular with Europeans (Germany, Spain and Italy) who come with strong industry backgrounds.



Salmon farm feed tower 2011

At the start of this story more than twenty years ago, Atlantic salmon aquaculture was just starting rapid growth; around about a quarter of a million tonnes were grown around the world and the feeds were made up with nearly half fish ingredients. In 2014 two million tons are grown worldwide and Tasmania is on a journey to double production; twenty years from now at least five million tons of salmon will be farmed. The responsibility of aquaculture nutritionists is to ensure it remains a healthy option for our diets. The good news is that the salmon now grow much more efficiently and on feeds with far less fishmeal. It may be feasible to still use fishmeal and IMAS can determine sustainable and optimum use of wild caught fish, whether for direct human consumption or in aquaculture. We are still working to find the best meal for salmon and for other aquaculture species; both fisheries and aquaculture must be and will be sustainable.

*About the author:* Professor Chris G Carter PhD 1990 (London) is Head of the Fisheries and Aquaculture Centre in IMAS and Professor for Aquaculture Nutrition. He came to the University of Tasmania in 1994 as a lecturer and has been Professor of Aquaculture, Head of School of Aquaculture and Aquaculture Program Leader for the Tasmanian Aquaculture and Fisheries Institute. Chris has research interests in the nutrition and physiology of aquatic ectotherms, or 'cold-blooded' fish and shellfish, and using fundamental knowledge to address key global issues including food production through sustainable aquaculture via feed and ingredient development.



## Optical Astronomy in Tasmania *John Greenhill and Tony Sprent*



The Greenhill Observatory, Bisdee Tiers Tasmania. Photograph supplied by Tony Sprent.

Optical Astronomy has played an important role in the scientific development of Tasmania. The first observatory in Tasmania, *Rossbank*, built in the grounds of Government House in the early 1840s, was initiated by Sir John and Lady Jane Franklin. The main purpose of the observatory was to determine the precise time by solar observations but it was also used for weather, geomagnetic and astronomical observations. Determination of the time was critical to the safety of shipping since an error of 4 seconds in time corresponds to an error of up to a nautical mile in longitudinal position.

After the departure from Tasmania of the Franklins the ‘bean counters’ took over and closed the observatory in 1854. Fortunately the critical tasks of *Rossbank* were soon taken over by an emancipated convict watchmaker, Francis Abbott, who built his own amateur observatory in Liverpool Street. He kept time, weather and astronomical records on an unofficial and unpaid basis for 25 years. He became a member of the Royal Astronomical Society of London and published many papers in their journal. Schoolteacher and accountant Alfred Biggs of Launceston also made important contributions to astronomy. In 1874 he assisted visiting US astronomers observe the transit of Venus from ‘The Grange’ in Campbell Town.

The need for local sources of optical instruments during World War II led indirectly to a renaissance in astronomy. Research into optical design commenced in the Physics Department at the University and optical munitions were manufactured at the Optical Annexe on the Domain. Eric Waterworth was a leading light in the development of this work. His long and close association with the University of Tasmania began with the design and making

of special equipment for Professor Leicester McAulay of the Physics Department and Ernest Kurth of the Chemistry Department. When McAulay was appointed to the Commonwealth's Optical Munitions Panel at the outbreak of World War II, he immediately consulted Waterworth Optics. The firm knew how to polish lenses but they planned to develop from scratch the manufacture of various optical components. McAulay was quick to solve fundamental problems of optical design, and it was Waterworth in partnership with his brother Philip who made the required machinery to manufacture these components. Later, on retirement, he served on the University Council from 1960-1980 and was awarded an honorary M.Sc. degree in 19872.

After the war, Theodore Dunham, a senior US astronomer with both the Mt Wilson and Mt Stromlo Observatories, became involved with a new observatory being established at Mt Canopus in the Meehan Ranges near Hobart with the objective of building several large telescopes in Tasmania and elsewhere in Australia. In the late 1960s several large mirrors were purchased and he helped the leader of the University of Tasmania's Optics group, Mike Waterworth, son of Eric Waterworth, design and build a new 1metre diameter telescope at the Mt Canopus Observatory.

The Mt Canopus telescope has made many important contributions to science including the discovery of, and study of changes in the atmosphere of Pluto, detection of solar cycle type behaviour in cool dwarf stars and observations of neutron stars and black holes. Perhaps the most exciting work has been the search for exoplanets – planets around stars other than the sun. There are several techniques for detecting and measuring exoplanets – Doppler wobble, planetary transit and microlensing. The first exoplanet was discovered about 25 years ago by astronomers at the University of Geneva. Since 1991 more than 500 have been discovered. At Mt Canopus the microlensing technique, currently the only way to detect planetary systems similar to our own Solar System has been used. It has become an essential tool for solving the centuries old debate on how the Solar System came to be formed. The other techniques are very successful in finding exoplanets but most of these are very massive or very close to their parent star – quite unlike those in the Solar System.

Stars move relative to each other and occasionally one will move directly in front of another. When this happens the foreground star magnifies the light from the background star. This brightening can last for weeks or months. This effect is called a microlensing event. Hundreds are detected each year and details are posted on the web. If the foreground star (called the 'lens') has planets there is a further brief brightening (called a 'spike') lasting hours to days. At Mt Canopus the brightness of these events was measured typically every hour for the duration of the event, looking for planetary 'spikes'. Astronomers from France, USA and several other countries came to Mt Canopus for 4 months each year to help with the observations. This is done in collaboration with telescopes in South Africa and Chile in order to get around-the-clock coverage of the event. If a spike or spikes are detected, mathematical modelling makes it possible to determine the mass of the planet, its distance from the parent star and its likely surface temperature.

The group has helped discover at least 16 exoplanets and what may turn out to be the first exomoon. It may take several years before we and our collaborators discover a truly Earth-like planet and determine just how common are planetary systems like our own. It is already

clear however that most stars have planets and that there are probably more than one hundred thousand million planets like earth in our ‘Milky Way’ galaxy. Many of them will be in the ‘habitable zone’ where water is liquid and so may be able to support life as we know it. In perhaps 20 years it should be possible to study the atmosphere of some of these to test for the signatures of life as for example the presence of oxygen or methane. The discovery of life elsewhere in the Universe would be of profound significance to the way we view ourselves.

For some years pollution of the night sky at Mt Canopus by light from commercial developments and new housing estates was causing concern. The cost of moving to a dark site would cost several million dollars so it looked as though optical astronomy research was about to end. Dunham’s ‘Project Canopus’ had failed in the 1970s due to lack of funds and most of the mirrors were sold by his heirs in the 1990s. However, one 1.27 metre diameter (50”) mirror remained, unbeknown to the University, at the Dominion Astronomical Observatory (DAO) in Canada. DAO assumed it belonged to the University of Tasmania and in 2005 offered to sell it for us. With the agreement of Dunham’s heirs, the mirror was purchased by a Canadian businessman Caisey Harlinton who was also an amateur astronomer. When he asked us to recommend a good site for the new telescope he was building with the mirror, we informed him of our planetary research and he offered to site it in Tasmania. The University was delighted with this offer and agreed to build a new observatory to house it. Many dark sites in Tasmania were investigated before choosing one in the Bisdee Tiers just east of Spring Hill near Jericho. The building and telescope are now complete. Final commissioning of the telescope is close to completion and it will be ready for scientific observations to start in late 2015. The observatory at Mt Canopus, after many years of valuable service, has now been closed.

The new Harlinton Telescope named in the donor’s honour is 60% more sensitive than the Mt Canopus 1 metre instrument as well as being on a darker site and having much better instrumentation. Our Polish microlensing colleagues have donated a very large camera worth perhaps \$500,000. When this is fitted, it will enable us to measure many microlensing events at the same time. We will be able to measure tens of millions of stars each night. Mt Stromlo Observatory has also offered us a large modern spectrograph.

The new observatory has the potential to play a major role in the exciting new field of planetary research and in many other areas of astronomy. It is named the Greenhill Observatory in honour of John Greenhill who played such an important role in the establishment of optical astronomy research at the University of Tasmania.

1 *Albatross: Newsletter of the Cruising Yacht Club of Tasmania*, 36/11, December 2010.

2 *Australian Dictionary of Biography*, Volume 18, (MUP), 2012.

*About the authors:* Dr John Greenhill had been intending to contribute a story for the University’s 125 anniversary when, sadly, he passed away. A copy of his earlier article was sent to the University by John’s widow, Julia. It has been updated for inclusion here by Dr Tony Sprent, Adjunct Senior Lecturer, School of Mathematics and Physics.

## Adventures on the High Frontier *Barry Giles*



Balloon launch 1980. Photograph by Dr David Watts. From the collection of the University Physics Department.

If you go back far enough almost all present day space research can trace its ancestry to prototype test flights on high altitude balloons or sounding rockets. Our story begins with the early Physics department of the University of Tasmania moving into Cosmic Ray research led by two Tasmanian graduates who had studied overseas at leading departments in nuclear physics. Geoff Fenton started the group at the University of Tasmania in 1945 but obtained his PhD (1949) at Birmingham University, UK. His younger brother, Peter Fenton, obtained his PhD (1953) at Chicago, USA. After returning to Tasmania, their COSRAY group built up one of the world's largest Cosmic Ray detector networks. By 1959 this covered the north-south latitude range of PNG, Darwin, Brisbane, Hobart (Mount Wellington), Macquarie Island and Antarctica (Casey, later Mawson).

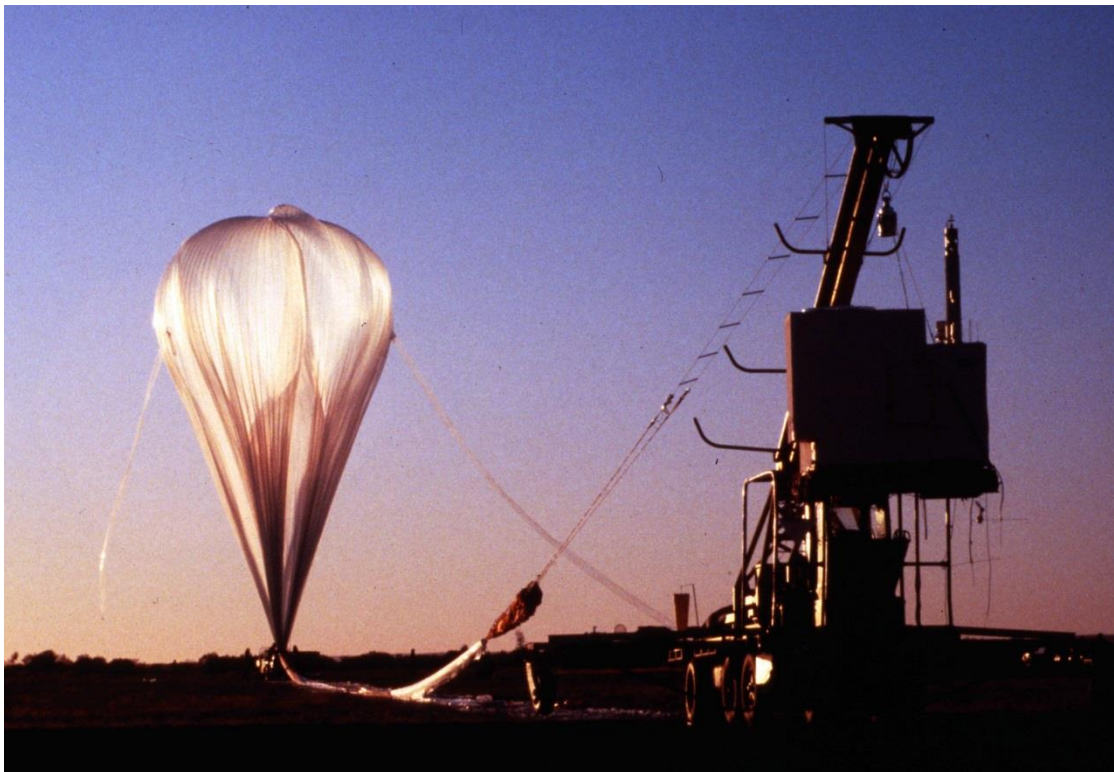
University of Tasmania detectors first began leaving the ground on balloons in 1959 under a program started by Geoff Fenton. The many flights utilised various combinations of Geiger counters and neutron monitors. These small payloads, in the 5-20kg weight range, could be hand launched by a couple of people. They only flew to modest altitudes and were not controlled from the ground but did return data through a radio telemetry system. Over time, many flights were conducted from COSRAY network locations such as Macquarie Island (1962-1965) and Wilkes in the Antarctic summer of 1962/63. Various flights also performed geomagnetic surveys or observed X-ray emission from auroras. Particular highlights from this period were balloon flights coincident with high altitude nuclear detonations in the Pacific (e.g. Starfish Prime over Johnson Island, 9 July 1962) to detect contaminating radiation effects. Much of this balloon work is contained in the University of Tasmania PhD (1967) of John Greenhill. From 1964-1965 flights were made at Mildura in South Australia. This facility became the Australian Balloon Launching Station (ABLS), later moving to Alice Springs, with the capability to launch large payloads to extreme altitudes.

One of the COSRAY group's PhD students through 1954-1959 was Ken McCracken who moved to the USA and became prominent in early US space science. Ken returned to a chair in Physics at Adelaide University in 1966 and realised there was 'spare' space available on some UK Skylark rocket flights taking place at Woomera. He approached British authorities and in his own words 'Those well-known British institutions, the Universities of Adelaide and Tasmania (UAT), were officially accepted as part of the British space program at Woomera'. The Tasmanian side of this collaboration was led by Peter Fenton. Skylark sounding rockets carried several hundred kilograms of experiments up to heights of a few hundred kilometres in flights lasting 10 minutes or so. The UAT team built a medium-energy X-ray detector which flew on Skylark SL426 on 4 April 1967. This initial flight confirmed the earlier US discovery of a bright non-solar X-ray source and found additional weaker ones. Significantly, it was the first scan of the southern sky, beating a UK Leicester University team to this distinction by six days. The second flight on SL425 on 21 April 1967 showed one source had substantially increased in brightness. Such dramatic intensity variations were somewhat controversial at the time but, as revealed over following years, the X-ray sky is highly dynamic. The last of seven UAT flights was in May 1970 but the University of Tasmania managed a final one in October 1972 (SL1022). Australian 'free-rides' ceased as UK flight rates decreased due to rising costs but the above two 'firsts' were considered significant at the time although little known today. My early X-ray research at Leicester (PhD, 1978) involved Skylark flights SL1304 and SL1306.

All this experience naturally suggested a high-energy X-ray research program using very large zero-pressure balloons. At 'float' altitude they are the largest and highest flying man-made objects but on the ground, while filling with hydrogen or helium, they are extremely fragile and the launch process is highly specialised. Typical flight durations are 12-48 hours before a radio cut-down command returns the payload to Earth on a large parachute from ~140,000ft. Apart from some early work, the subsequent University of Tasmania X-ray astrophysics program was headed up by John Greenhill. The first University of Tasmania detector was launched by the ABLS at Mildura in 1976. This unit was combined with a detector from Imperial College London (the UTIC collaboration) and flown from Alice Springs in 1978 and 1980. The fully stabilised UTIC payload weighed ~700kg and could be commanded to point both detectors on any chosen astronomical source and track it across the sky. The Federal Government closed the ABLS in 1980 so the 1981 flight at Alice (my first at the University of Tasmania) was launched as part of a southern hemisphere campaign by the NASA National Scientific Balloon Facility (NSBF) launch team. The UTIC campaign in 1982 took place in Brazil with the launch provided by the Brazilian Space Agency (INPE) but, due to bad weather, the flight actually occurred during a return visit in early 1983. UTIC was unfortunately destroyed in a free-fall at the end of that flight but a new system was flown at Alice in 1986. This was a joint flight with scientists from ADFA (Australian Defence Force Academy), the University of Tübingen (Germany) and the Italian Space Agency (INAF-IAPS, Frascati). ADFA had extensive launch experience and, with everyone helping, we managed to self launch – a major undertaking. In 1988 the French Space Agency (CNES) balloon launching team came out to Charleville in Queensland to fly French and Italian payloads and University of Tasmania scientists acted as the local Australian liaison officer. The CNES returned to Charleville in 1992 for what became the last University of Tasmania balloon campaign.



In 1984 Ken McCracken became the director of the new CSIRO Office of Space Science and Applications (COSSA) in Canberra. Under Ken's stewardship Australia's first national Announcement of Opportunity (AO) for a satellite came out in 1985 and four proposals were received. The University of Tasmania led a consortium, with ADFA and Adelaide, that proposed to fly X-ray detectors on a satellite called Mirrabooka. This was arguably the front runner of the two proposals selected for further study. The plan was to take over and improve an existing NASA reusable craft called SPARTAN-1 which was deployed from the Space Shuttle. A considerable amount of effort was put into defining this project but disaster struck in early 1986 when the Challenger blew up, and the initiative folded in 1987. A few further space projects were proposed by the University of Tasmania group. Most notable was a joint proposal in the late 1980's with the University of Birmingham, UK to build FOURPI – an all-sky imaging X-ray camera to fly on the Russian Spectrum-X-Gamma (SXG) mission. This large international mission floundered with the slow demise of the Soviet Union.



Balloon launch 1986. Photograph by Dr A Barry Giles.

From 1992-1997, I worked in the Proportional Counter Array (PCA) experiment team on the NASA Rossi X-Ray Timing Explorer (RXTE) mission at the Goddard Space Flight Center (GSFC) in Maryland, USA. A highlight was the responsibility and privilege of turning on the PCA following launch. RXTE (1995-2012) revolutionised the study of rapid variability in neutron stars and stellar mass black holes. After returning to Tasmania, I co-authored several papers with University of Tasmania scientists. Since 2012, I have been a member of the European Large Observatory For X-ray Timing (LOFT) consortium. My main contribution has been on aspects of the technical design for the Large Area Detector (LAD) experiment. The LOFT proposal has been submitted to this year's ESA (European Space Agency) M4 round. If successful, LOFT will make very detailed observations of matter in the extreme conditions, high magnetic and gravitational fields with substantial relativistic distortions, close to neutron stars and black holes – aspects which the earlier PCA hinted at or started to reveal.

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*About the author:* Dr A Barry Giles, BSc (Hons) 1973 PhD 1978 (Leicester UK), has worked in X-ray and infra-red/optical astrophysics, satellite remote sensing studying sea ice glaciology (ACE CRC), physical oceanography (CSIRO Hobart). He is now a University Associate in the School of Physical Sciences (Physics) and currently works for the Antarctic Climate & Ecosystems Cooperative Research Centre (ACE CRC) at the University of Tasmania.

### **Grote Reber, Radio Astronomy, and the University of Tasmania John Dickey**

One of the great pioneer scientists who developed radio astronomy was responsible also for the research focus at the University of Tasmania that continues today. Grote Reber became a local character in Bothwell, where he built one of the largest radio telescopes ever, all by himself. His story merges with University history as an example of how scientific advances are made, and how they are later integrated into academic research.

The idea of radio communication began in the late 1800s, after James Clerk Maxwell showed that electromagnetic waves were possible. In the late 1880s Heinrich Hertz demonstrated radio waves in his laboratory at the University of Karlsruhe. By 1901, both Nikola Tesla and Guglielmo Marconi had demonstrated radio communication, and there was already speculation about 'talking to the planets'. But it was not until the early 1930s that Karl Jansky, a communications engineer working at the US Bell Telephone Laboratory, found radio waves from outside the Earth, and showed that they come from the plane of the Milky Way galaxy. This discovery was not followed by further observations, either by Jansky, by Bell Labs, or by professional astronomers, who mostly considered it a curiosity if they were aware of it at all.

The one person who heard about Jansky's discovery and decided to try to repeat it to make a better map or image of the Galactic radio emission was a young electrical engineer in Wheaton, Illinois, USA, named Grote Reber. Reber was just 26 years old in 1937, and still living in his mother's house, when he constructed the first modern radio telescope in their back yard. It was a completely new design, now called a steerable paraboloid, with a large metal dish that reflected the radio waves to a point, the focus, where Reber placed a radio receiver. The telescope could be moved up and down to observe different directions in the sky. The story is that it took up so much space in the back yard that Grote's mother had no

room for a clothesline, so she had to hang the wet laundry on the telescope itself! That first steerable paraboloid radio telescope is now located at the US National Radio Astronomy Observatory, and it is on the US National Registry of Historic Places and it is a National Historic Landmark. Reber's dish antenna concept has been copied for everything from satellite TV to flight-control radar; we see radio dishes everywhere.

In the early 1950s, the science of radio astronomy was developing rapidly, partly due to recognition of Reber's discoveries, and partly due to technical advances in radio and antenna technology. Reber himself did not become a leader at any of the new radio observatories that were being built in many countries. Always a loner, he decided that the best place in the world for low frequency radio astronomy should be Tasmania, partly because of our magnetic latitude and partly because of the absence of interfering radio signals. Working at frequencies below 10 MHz, Reber was always looking for ways to reduce the shielding effect of the Earth's ionosphere, and Tasmania is in an area where the ionosphere is sometimes very thin. Moving to Hobart in 1954, Reber worked with G R Ellis, who was then at the Ionosphere Prediction Service and later a University professor.

Reber and Ellis built a large antenna made of wires, 114 m long, to detect radio waves from our Galaxy at frequencies from 0.5 to 2.1 MHz. They developed special equipment and observing techniques, and they measured accurately the brightness of the Milky Way emission. Ironically, although Reber built several radio telescopes in Tasmania in the 1950s and 60s, he did not construct another steerable paraboloid, although students and professors at the University were building them by the 1970s, and the University now owns and operates six at locations all over Australia. At the very low frequencies where Reber and Ellis were working, long wires make better and cheaper antennas than the dish shape of a paraboloid. They were successful in measuring the brightness of the Milky Way at low frequencies, and Ellis later showed that their observations were evidence for an interstellar medium of ionized hydrogen.

In the late 1950s, Reber decided to build his next antenna near Bothwell, Tasmania, where it could be sheltered from interference by the nearby hills and mountains. Ellis went on to build a larger version of the long wire antenna, located near the Hobart airport, called the Llanherne array. A radio astronomy group grew up around Ellis at the University of Tasmania in the late 1950s, including M Waterworth, M Bessell, P Hamilton, P McCulloch, and students H Cane, D McConnell, R Haynes, and others, many of whom became leaders in radio astronomy and other fields of physics, in Australia and overseas. Reber worked mostly alone with his antenna in Bothwell, until the early 1970s, when it was torn down. At its maximum, it had a collecting area of nearly one square kilometer.

Reber and the University of Tasmania radio astronomy group worked together on a last project in August, 1985, using the NASA Space Shuttle Challenger. When it was flying over Hobart, the Shuttle fired one of its rocket engines in a carefully planned way so that the exhaust caused the ionosphere to recombine, making an artificial ionospheric hole. The University of Tasmania astronomers were prepared, and they used the Llanherne telescope to observe through the hole, detecting the bright Milky Way signal from behind. The experiment was a successful demonstration that the ionosphere could be artificially suppressed over a small area, but it was not practical for low frequency radio astronomy in

the long run. This was Challenger's next-to-last successful mission, it disintegrated during launch just five months later, on January 2, 1986, killing all seven astronauts on board.

Grote Reber continued to contribute to radio astronomy, living in Bothwell until his death in 2002. The University of Tasmania expanded its radio telescope facilities, moving its 14m dish antenna to the Mt. Pleasant Observatory in the early 1980s, acquiring the giant 26m dish antenna from NASA in 1986, the 30m dish at Ceduna, SA, in 1995, and building a nationwide radio interferometer array in 2010 that includes dishes in WA (Yarragadee) and the NT (Katherine). The University of Tasmania is the only university in the world that operates a Very Long Baseline Interferometer array (VLBI), which is used both for astronomy and geodesy. Our staff and students continue to advance research in the field pioneered by Reber, Ellis, and their colleagues more than half a century ago. The University's Grote Reber Museum honours Grote, and contains many of his original radio receivers and equipment. It is open by appointment to school groups and others.

*About the author:* Professor John Dickey, an astrophysicist, is Head of School, Mathematics and Physics at the University of Tasmania. He led the University of Tasmania's effort that resulted in the construction and operation of the three 12m radio telescopes that he described above. He was also the driving force behind the construction of the new Greenhill Observatory at Bisdee Tier, discussed in the story, *Optical Astronomy in Tasmania* by Greenhill and Sprent. Dickey has a BSc (Physics) from Stanford University, and an MSc and PhD in Astrophysics from Cornell University. He worked at the National Astronomy and Ionosphere Center (US), the National Radio Astronomy Observatory (US), and the University of Minnesota (US), where he was Professor of Astrophysics for 22 years before coming to the University of Tasmania.

### **Peter Smith: A great man from Chemistry** *Ashley Townsend*

When opportunity arises to meet up and reminisce with Tasmanian chemistry graduates and former staff members, the person they always enquire about is Dr Peter Smith. 'How is Dr Smith?' is normally their first question of choice. 'Smithy', as he is affectionately known to those close to him, is much admired and deeply respected by generations of chemists stretching back to the early 1950's. Indeed in many cases this admiration extends to warm and sincere affection. Of course this isn't usually the norm when considering staff-student relationships, particularly in a business-like large-scale operation that the University is today. So it begs the question as to why? What makes Dr Smith so special?

Perhaps it relates to his teaching? Dr Smith had a lengthy and productive teaching career in the School of Chemistry including periods as Demonstrator/Senior Demonstrator (1952-1955), Lecturer (1961-1965), Senior Lecturer (1966-1970), and finally Reader (1971-1989). I know Dr Smith well enough to suggest that the level of affection afforded to him now likely didn't originate from listening to his lectures, or any unique or engaging teaching style on his behalf. He was a competent and efficient teacher of the old style - a no-nonsense communicator explaining difficult chemical concepts to a not always appreciative audience (I should know as I was likely one). So no, I don't think the answer lies with his teaching.

Perhaps research? Dr Smith's research interests were in structural aspects of Inorganic Chemistry and in the applications of physical methods. Dr Smith supervised 25 honours and PhD students during the period 1959-1989. This work was fruitful, with 40 papers being published, a valuable contribution as measured by the norms of that era. He displayed a sharp mind, and his research was careful and considered, always meticulous, to a high standard. But again no, I don't feel as though he is revered because of any stellar or outstanding research contributions.



Dr Peter Smith

I think the real reason lies elsewhere, and in my opinion has nothing to do with the subject of chemistry per se. Rather, it originates at the most personal level, ingrained within the person of Dr Smith himself. What sets Dr Smith apart from many others is his genuine care and interest in the welfare (both academic and personal) of those students he taught or has been associated with.

He always endeavoured to foster a close rapport with us, memorizing and knowing each student by name (we were always referred to formally in class as 'Mr X' or 'Miss Y'). He knew where we came from, he wanted to know about our families and individual journeys, and always had our academic best interests at heart. Dr Smith gave so much to us – he fed us tea and biscuits late into the evenings as we studied in the Chemistry Library, he organized many excursions to Tasmanian chemical industries, he took us to his Orford shack for (failed) 'study retreats', he helped us find vacation employment, and was always haranguing us to work and study harder. He showed to us the importance of belonging to a professional society, and made us all join as undergraduates. He was so generous to us with his time and resources, and he genuinely cared for us and for our wellbeing. That is, I believe, why he is held in such high esteem by so many.

On the flip side, his care for us was widely reciprocated, and it was not uncommon for Dr Smith to be embraced into broader family circles. For many of us ‘Smithy’ is family. To this day Dr Smith keeps close tabs on the career and personal lives of a great many UTAS graduates scattered across the country and overseas. He is a hub of personal information and unknowingly he creates and strengthens the community of Tasmanian chemists.

Following his formal retirement in 1989 Dr Smith continued to be a regular visitor to the building for many years, particularly to the weekly departmental seminars. Always ready with a perceptive question, any speaker who didn’t include enough ‘real chemistry’ in their presentation did so at their own peril. When asked, he was always ready and willing to offer wise counsel to discipline leaders on any pertinent matters of the day. His continued presence and example around the school only increased his standing and mystic to generations of more recent chemistry students who would never have the opportunity to come under his direct tutelage.

But it is not just chemistry and its graduates that Dr Smith has influenced. Dr Smith has always been deeply committed to the University of Tasmania, and this has perhaps become more prominent in latter years. He has been a long time supporter of the University Foundation, and has provided immense financial support to a large number of students through his generous scholarships in the Physical Sciences area (Chemistry, Physics and Mathematics). Recently he kindly helped established a prize for a postgraduate using the facilities of the Central Science Laboratory – a prize that now bears his name. Not someone to seek the limelight, Dr Smith is a most significant and generous donor to the University.

As his reach and influence have broadened, so too has his work and generosity been recognized at the local and national levels. In 2005 he was awarded a University of Tasmania Distinguished Alumni Award, in 2011 he received an Honorary Degree (DSc) from the University coinciding with 50 years of Chemistry at the Sandy Bay campus, and in 2012 he was awarded a Medal of the Order of Australia (OAM) ‘for services to science education, and to philanthropy’. On each occasion he was most embarrassed to be the centre of attention, but I believe quietly chuffed.

Dr Smith is well into his 90’s now and he doesn’t get out as much as he used to. Despite that, he is still sharp of mind - sharp enough to keep friends and colleagues like myself on our toes. He still knows and is interested in what is going on at ‘home’ in Chemistry and at the University.

Dr Smith is a great man, and his is a great legacy.

*About the author:* Ashley Townsend is old enough to have been taught by Dr Smith prior to his retirement. A Chemistry PhD graduate, he knows Dr Smith well enough to call him ‘Smithy’, and is close enough to call him ‘friend’. When not putting his chemistry training to good use Ashley currently voluntarily serves as UTAS Alumni Chair.

## **Reaching ACROSS** *Paul Haddad*

I came to the University of Tasmania in 1992. In 2001, after nearly nine years as Dean of the Faculty of Science, Engineering and Technology, I decided that I needed to break away from university management roles and to get back into research. I was awarded an Australian Professorial Fellowship (APF) from the Australian Research Council (ARC) that allowed me to do full-time research in my core field of analytical separation science. It was while concentrating on research that I developed the idea of forming the Australian Centre for Research On Separation Science – ACROSS. The goal was to bring together the major players in separation science around Australia, so that they could collaborate and support each other. Basically, I wanted to lift Australia's international standing in the field.

I approached Professor Phil Marriot, who was at the Royal Melbourne Institute of Technology (RMIT) University, and Professor Milton Hearn from Monash University. We each got institutional financial support to set ACROSS in motion. There were two agendas – the first was to set up a good network between the collaborating universities, and the second was to build up to a critical mass in our individual founding nodes. In 2001, my ACROSS group had about six people – we now have 60 in Tasmania. I should note here that we later took on another node at the University of Western Sydney with Professor Andrew Shalliker. Today, the nodes in ACROSS have a total of about 90 people, so while it is a national centre, the critical mass is at the University of Tasmania in Hobart.

While undertaking my APF I became interested in the new Federation Fellowship scheme implemented by the ARC. It took a fourth (and, I had decided, final) attempt before my application was successful in 2006. My plans for the establishment and development of ACROSS were clearly a huge factor in winning the fellowship. Once again, I found myself in the absolute luxury of working in a full-time research role, so, all in all, I had eight years completely focused on research, which cleared the way for me to concentrate on the development of ACROSS. I had thought long and hard about the way I wanted to move forward with my career after stepping down as Dean. I wanted ACROSS to be my legacy. It was a deliberate strategy and I felt confident that, if I could sell the idea to my university and ARC, I could deliver. I was then able to recruit a cadre of highly talented, young researchers who joined ACROSS as ARC Research Fellows and these people formed the essential nucleus of the centre.

What characterises the team at ACROSS is solid strength over a breadth of areas. At the beginning, we assigned leaders to different programs within ACROSS so that we could build up expertise equally across the board. For example, Dr (now Professor) Emily Hilder looked after materials science, I ran the retention modeling and optimization program, and Dr (now Professor) Michael Breadmore looked after capillary electrophoresis (CE). We have about nine solid research areas where we are very respected by the international separation science community. If you ask for the top people in polymer monoliths, for example, Emily will certainly be up there, and the same goes for Michael and Associate Professor Joselito Quirino when it comes to online sample enrichment in CE. We've got people at the top of their game.

The collective body of work generated by ACROSS staff at the University of Tasmania is outstanding. The national research assessment exercises conducted by the ARC under its Excellence in Research Australia (ERA) program is designed to rank research outputs in each sub-discipline, such as analytical chemistry (which includes separation science). All papers



that are published in analytical journals over a six-year period are collected, their citations measured, and then they are compared to global benchmarks. This analysis, in addition to other factors, such as funding received, prestige of staff and fellowships, and so on, is used to produce a ranking of between 1 and 5, where 3 represents the global average. We've been assessed three times now and gained the top score of 5 on every occasion.

One of the key objectives at ACROSS at the University of Tasmania was to get people working across the spectrum of separation science so that one individual or group didn't eclipse the rest or create unnecessary competition. We mapped out the territory and recruited people to fill the gaps without having too much overlap; for example, we've also got Professor Mirek Macka in microfluidics, Professors Pavel Nesterenko and Brett Paull in materials science, and Associate Professor Rob Shellie in two-dimensional gas chromatography, and so on. These leaders are enhanced by ACROSS scientists at our two other nodes at Monash and UWS. We've ended up with groups that are more complementary than competitive. And having groups that get along and work well together is the root of our success.

We've got a very unusual structure at ACROSS. It's not the typical pyramid of power. When we started, I was the professor working with a cohort of people who all started at the same level. They were all ambitious and talented; the natural tendency with those characteristics is to try to forge ahead and make your own mark. But working as a collective under the umbrella of ACROSS meant that they could all advance faster than if they were competing for the same resources. In 2001, we had one full professor – we now have six. All of the people that started in that original cohort are now at the top. In academia, it's typical for people to fight to build an individual empire, but at ACROSS we've built a collective empire. ACROSS is unique in the international separation science scene and there is no other grouping worldwide that is as large or diverse. ACROSS is a research centre of which the University of Tasmania can be justifiably proud. Personally, I am also very proud to have played a part in its creation and development.

*About the author:* Distinguished Professor Paul Haddad, DSc 1996 (UNSW), FAA, FTSE, commenced at the University of Tasmania in 1992 and has been Head of the School of Chemistry, Dean of the Faculty of Science, Engineering and Technology, and an Australian Research Council Federation Fellow. He established the Australian Centre for Research on Separation Science (ACROSS) in 2001 and was the Foundation Director of ACROSS for 13 years.

### **125 Years of Research in Earth Sciences at University of Tasmania    *Ross R Large and David H Green***

Prior to the end of WWII, courses in geology, mineralogy and mining appeared intermittently in the University of Tasmania curriculum, usually by co-opting part-time professionals in other public service roles. Published geological research, often in palaeontology, appeared in Proceedings of the Royal Society of Tasmania or Records of the Queen Victoria Museum, Launceston. The appointment in 1947 of Professor Samuel Warren Carey FAA as Professor of Geology and his recruitment of Maxwell R Banks as lecturer, marks the foundation of teaching and research in Earth Sciences in Tasmania. Both spent their careers to their retirements, in 1976 and 1990 respectively, in building a broad-based Department of Geology (geophysics to palaeontology) which quickly gained national and international recognition for its graduates and for iconoclastic teaching. They were an effective team and the research

profiles developed in later years were built on their foresight and dedication. Prof Carey's research focus was global geology, building a persuasive case for 'continental drift' (now morphed into 'plate tectonics') at a time (pre-1964) when the international earth science community 'knew' that continental positions were fixed (see article by Professor Pat Quilty on Professor Carey). Graduates from the Department of Geology at the University of Tasmania were inculcated with healthy scepticism and programmed to seek and find the evidence rather than rely on accepted wisdom or authority. Viewed in its historical context, it is a matter of regret and puzzlement for alumni that, from 2014, neither Geology nor Earth Sciences is administratively or officially visible as an academic unit at the University of Tasmania, being absorbed as a component of School of Physical Sciences in the Faculty of Science, Engineering and Technologies. However in publishing their research, maintaining visibility in their discipline and in conformity with their scientific peers, the earth scientists at the University of Tasmania identify as 'xxxx, Earth Sciences, School of Physical Sciences, University of Tasmania', adding affiliation with CODES (see below) or IMAS (Institute for Marine and Antarctic Studies) as appropriate. In the following paragraphs, we summarise the research focus in Earth Sciences since Professor Carey's retirement in 1976.

### **Geology Department: 1977-1994**

David Headley Green, FAA, a BSc (Hons) graduate (1956) returned to University of Tasmania as Professor of Geology in 1977 after 15 years at the 'research-only' Research School of Earth Sciences at ANU. He came to a department which had an excellent teaching record and was housed in a well-designed building with imaginative geological and geophysical displays in hallways and laboratories. It was a time when Australian Universities were beginning to build research profiles, mainly by PhD programs but also with contract research-only post-doctoral fellows. Green's research focus was high pressure, high temperature experimental petrology and by transferring two high pressure apparatuses ('on loan' from ANU) and building two more, he established a high pressure experimental laboratory with strong Australian Research Grant Committee support. The research program also relied on the facilities and staff of the Central Science Laboratory (CSL). A research team of professional officer, PhD students, post-doctoral fellows and international visitors, largely funded from external sources, studied melting and mineral reactions in the Earth's deep crust and upper mantle. Experimental projects were closely linked with relevant field petrology and geochemistry of natural rocks, including continuing research on the crystalline rocks of Antarctica formed in the lower crust at depths of 30-40 km. Similarly participation in marine geoscience cruises, including the International Ocean Drilling Program, integrated the study of ocean floor volcanism with the high pressure melting experiments on Upper Mantle peridotite. Following review of funding of the fields of petrology and geochemistry by an international panel, in 1990 the ARC awarded 'block grant' funding and 'special investigator' status to the experimental petrology group. University of Tasmania alumni from this program form an impressive international professoriate.

As the research staff and PhD students increased during the 1980's to average 10 and 16 per year respectively, the undergraduate and honours student load also increased, but changes in University funding level reduced teaching staff entitlement. Between 1977 and 1993 there were a total of 43 externally funded research staff and visiting (>3mths) academics. The University moved from appointed professorial Head of Department to elected HOD.

Professor Green became Chairman of Professorial Board in 1990 and Dr Ric Varne was elected HOD, followed by Professor Ross Large, FTSE, in 1996. Industry support (Esso) for a senior lectureship in Geophysics was valuable in maintaining a broad-based department as most graduates entered mineral or petroleum industries. Augmentation of government funding for both teaching and research was increasingly necessary through the 80's and 90's and benefitted from the 1985 appointment of Dr Ross Large as Senior Lecturer in Economic Geology. A BSc (Hons) Tasmania (1969) graduate with excellent mineral industry experience, he quickly secured industry funding and built a research team focused on genesis of volcanogenic mineral deposits, making effective use of the CSL facilities. In 1989 the Department successfully bid for a Key Centre for Teaching and Research (Centre for Ore Deposits and Exploration Studies -- CODES) with Professor Large as Director. This began a shift from a Departmental focus on basic research in experimental petrology to strategic research on ore genesis. In 1994 Professor Green was appointed Director of the Research School of Earth Sciences at ANU. The experimental high pressure laboratory continued for some years with ARC funding and the interlinked nature of the basic and strategic research themes was demonstrated by the fact that 3 staff recruited to the experimental petrology group at the University of Tasmania became full professors and CODES program leaders (Professors Crawford, Kamenetsky and Danushevsky).

### **The ARC Centre for Ore Deposit Science (CODES) 1989 to the Present**

Due to strong Industry, ARC and University support the small team led by Professor Ross Large rapidly grew in national and international reputation such that by 1997 CODES had 15 research staff, 40 masters and PhD students, \$1 million per year of industry and \$1.6 million per year of ARC project support. The Centre was transformed from a Tasmania-focused group to a truly national/international research group with collaborations across Australia and the globe. The success led to continued funding by both ARC and Industry as a Key Centre for Teaching and Research (1990 – 1996), Special Research Centre (1997-2004), a Centre of Excellence (2005-2013) and finally an ARC Industrial Research Hub (2014 to present). The greatest legacy from CODES and Earth Sciences in this period has the production of over 100 PhD graduates and over 80 MSc graduates in Economic Geology, the majority of whom have gone onto places in the minerals industry, many in positions as global and regional company vice-presidents (exploration) and chief geologists. CODES now has a global reach and is recognized widely amongst the top few schools of Ore Deposit Geology in the world. Current research projects are carried out in over 30 countries and involve over 40 minerals companies. Our research input to the minerals industry in the way of new geological theories and new technologies adopted by the industry, amounts to several billion dollars. Professor Large stepped down from the role of Director of CODES in 2012 and has been succeeded by Professor Bruce Gemmell.

The success of CODES and Earth Science over this 25 year period, and in fact throughout the history of Geology at the University of Tasmania, is due to a number of factors including; recruitment, mentoring and succession planning of quality staff, many of whom are now full professors or program leaders in their own right; development of a research team culture to address issues of global significance; strong and enduring linkages with industry; maintenance of laboratories with world class equipment and technical support, including the

excellence and diversity of CSL; unity and coherence between teaching and research functions and responsibilities; and finally, strong leadership.

*About the authors:* This story is partly autobiographical for both authors. Distinguished Professor Ross Large was the first Director of CODES. He received his BSc (Hons) from the University of Tasmania 1969 and PhD from University of New England in 1974. Emeritus-Professor David H Green, AM, FAA, FRS, For Mem Russian Acad Sci, holds the following from the University of Tasmania:- BSc (Hons) (1956); MSc (1960); DSc (1988) DLitt(Hon) (1994), and PhD (1962) from University of Cambridge. He has written two other stories, the *University of Tasmania and the Royal Society of London*, and *IASOS to IMAS*.

### **S Warren Carey – a standout in the days of the God Professor *Pat Quilty***



S Warren Carey created by sculptor Stephen Walker

The Geology Department, or later, the School of Earth Sciences, was internationally recognised for decades, very largely built on the reputation of the founding professor – S Warren Carey. Those were the days when a forceful and energetic permanent God Professor

as Head of Department or School with a vision, could provide long-term direction and guidance. He died in 2002 at the age of 90.

Carey received many awards at the University of Sydney where he received his DSc in 1939 for his research on the tectonics of New Guinea. He worked for several years for companies involved in the search for hydrocarbons in New Guinea where he saw and felt tectonics in action and that interest stayed with him throughout his career. Fieldwork in this region in the 1930s brought with it diverse learning experiences. He was a member of Z Force, the commando unit, during WWII and is well known for some of his antics in that role. As the war was winding down, he was advised to start looking for employment outside the army and came to Tasmania as Chief Government Geologist. He followed this with a move to the University as Foundation Professor of Geology in 1946, a position he held until his retirement in 1976. He propelled a department in the small University of Tasmania into international prominence. Few can match his impact. His first appointment was a University of Sydney Medallist – Maxwell Banks.

Carey is famous academically for his proselytising the concept of continental drift at a time when that was not widely accepted. He was a major influence in having this idea accepted worldwide, with results that are felt to this day. His explanation came from his concept of an expanding earth for which he is best known internationally. A key element in his influence was his convening in 1956 of a Continental Drift Symposium to which he invited the leading proponents and opponents of the idea. This resulted in conversion of a leading opponent and the publication by the University of the proceedings.

His view of Geology/Earth Science was that it is not only academic but had strong economic relevance. In the 1960s, with oil company support, he supervised a series of PhD projects in Papua New Guinea, following on from his earlier interest. When the quest for Australian hydrocarbon resources became serious, and BHP established Haematite Petroleum to search for hydrocarbons, Carey convinced the consultant – Lewis Weeks – on tectonic grounds to consider the Bass Strait region. This led in the long run to the discovery of the Gippsland Basin oil and gas fields.

Carey had a vision for the department from the time the building was erected in 1961. It is, in fact, two buildings, designed to withstand the effects of earthquake or ground movement, the latter because the foundations are landslide debris. He oversaw the development of many colourful and mobile displays to illustrate geological principles and their application.

The department was run with weekly staff meetings and seminars that all staff and postgraduate students were expected to attend. Many of his first year lectures were legendary and he is remembered when other lecturers are long forgotten. He believed in geology excursions at all levels, and anyone, student or staff, will remember field tests.

He was at various times chairman of the Professorial Board, Dean of Science, and Chair of the Staff Association, all fulfilled with vigour.



Carey was the bane of vice-chancellors and took every effort to further the development of his department. He was very successful in obtaining funds and staff by his forceful approach to University administration. He was no shrinking violet.



Monument to commemorate S Warren Carey, created by Dr Tony Sprent

The renowned sculptor, Stephen Walker, admired Carey greatly and sculpted a bronze bust which now sits in the foyer of the building adjacent to the rotating globe. In 2008, a group of his past staff and graduates contributed to the design and erection of a monument to commemorate Carey. The idea came from Dr Andy Kugler, one of the 1960s New Guinea group and Prof Pat Quilty. Dr Tony Sprent, one of Carey's students, designed and created the sculpture which now sits beside the Carey bust in the foyer.

Carey's mantra was 'We are blinded by what we think we see; disbelieve if you can'.

Carey's history shows so well the value of a long term permanent Head of School/Department with a vision and energy. Will we see his like again with modern management approaches?

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*About the author:* Professor Pat Quilty, AM, BSc Hons (Western Australia), PhD (Tasmania), during a career specialising in Antarctic research and petroleum exploration, gained many awards and served as ANARE Chief Scientist with the Australian Antarctic Division for 19 years. He has had 13 years university experience, 8 at the University of Tasmania and 5 at Macquarie University. He has published over 200 scientific papers, has five species, a range of nunataks and a bay named in his honour and is currently Honorary Research Professor in Earth Sciences and the Institute for Marine and Antarctic Studies (IMAS) at the University of Tasmania.

## **CODES – the journey to world leaders in ore deposit research    *Steve Calladine***

By the late 1980s, things were going well for the geosciences at the University of Tasmania. The Department of Geology had built a reputation for excellence, particularly in the areas of fundamental research, and its courses were in high demand. However, one of its leading researchers could see the potential for so much more. His vision and perseverance would ultimately see a small Tasmanian research centre, named the Centre for Ore Deposit and Exploration Studies (CODES), grow into what is now widely recognised as the world's leading centre for ore deposit research and training.

Although the minerals industry had long been a cornerstone of the Australian economy, Professor Ross Large believed that if the sector was to retain this position of eminence it was imperative for investments to be made in research and development. His rationale was that, despite the nation's rich bounty of minerals, reserves were steadily being depleted and mining companies were being forced to go to increasingly deeper levels to extract known reserves, and also to explore for new economically viable ore bodies – predominantly because the vast majority of major, near-surface discoveries had already been made.

One hundred years ago a prospector could study an iron oxide coated outcrop, or gossan, and know that there was a high likelihood of gold being found not too far underneath. However, an ore body buried kilometres underground is much more difficult to identify. It is also harder to ascertain its extent, consistency and potential for producing good ore grades, with good recoveries and minimum environmental impact – hence the need for research.



Before CODES was established, most ore deposit research in Australia was of a fundamental, academic nature, with little scope for practical applications for mining companies. With a strong academic background, coupled with time spent working in the mining sector, Professor Large could see how the wealth of fundamental knowledge at the University of Tasmania could be used as a catalyst to deliver applied research outcomes that would have significant economic benefits for Australia's minerals industry.

The Department of Geology's fundamental work was well established, and some of its researchers had also started working on a limited number of small projects directly related to mining. Therefore, Professor Large could see that the foundations for his vision were there, but he also knew that turning it into a reality was going to need a lot of hard work, perseverance, and support.

To be successful, and to maximise the synergy between the two research areas, it was felt that the work needed to be formalised under the umbrella of a specialised centre. At the time, the Australian Research Council (ARC) had established Key Centres for Training and Research, which would provide an ideal framework for developing the new model. The application was complex and detailed, but at its core was a concept that was simple, yet revolutionary – teamwork.

Traditionally, researchers throughout the world had either specialised in fundamental or applied research, with very little interaction or collaboration between the two camps. To overcome this major hurdle, CODES made the strategic decision to establish project teams with a carefully chosen mix of fundamental and applied researchers. By fostering team structures, and applying project management principles, CODES broke down the barriers between the two areas creating genuine collaboration.

An equally important objective in the application was to provide a comprehensive postgraduate program that would produce a steady stream of geoscience graduates to industry, and deliver courses designed to suit the practical realities of modern day mining practices.

With the support of the University of Tasmania, the Tasmanian State Government, industry partners and AMIRA International, CODES became an ARC Key Centre in 1989. The original geological focus was on volcanic-hosted massive sulfide (VHMS), sedimentary exhalative (SEDEX) and iron oxide copper gold (IOCG) deposits. The Centre flourished during this period, with mining companies embracing the focus on applied research outcomes and postgraduate training, such as the new industry-focused Master of Economic Geology Program.

At the end of the eight-year period as a Key Centre, CODES had doubled in size in terms of staff, students and its total income. As new staff came on board, the breadth of its research expanded, encompassing fields such as porphyry copper-gold and epithermal deposits. The geographical diversity of the projects also began to increase, with its first forays into international research, albeit on a relatively small scale in Southeast Asia. Buoyed by this success, CODES was ready to take the next step.

During this same period, the minerals industry had further cemented its position as a driver of the Australian economy, and ore deposit research continued to grow and thrive. To capitalise on these conditions, CODES successfully applied to become an ARC Special Research

Centre in 1996, which enabled it to raise its research profile, increase its funding, strengthen its team, and significantly expand its international activities. An important aspect of the application was to augment the existing strength in ore deposit studies with research related to petrology and volcanology, which further reinforced the links and interaction between the researchers.

By the time its tenure as a Special Research Centre came to an end in early 2005, CODES had major projects on all six permanently inhabited continents, was supported by 12 major corporate sponsors, and involved in research collaborations with over 40 national and international mining companies. The Centre had grown into a genuine world leader in ore deposit research, which was acknowledged by the ARC during one of its reviews:

CODES is a world leader in its field and a flagship for the University of Tasmania. It is viewed within the minerals industry and research community as the premier international research centre in ore deposit geology and mineral exploration...

Not wishing to rest on its laurels, CODES successfully applied to become an ARC Centre of Excellence (CoE) in mid 2005, which was to prove another major transformation point in its history.

Although the centre had built a strong reputation for the breadth of its research and collaborations, the appointment as a CoE took these co-operative agreements to a much higher level. The new CODES comprised a national and international collection of seven universities and government institutes under a single Centre of Excellence banner, or Hub, based at the University of Tasmania. The Australian-based partners included ANU, CSIRO, the University of Queensland and the University of Melbourne. New research areas were added to the mix, including geometallurgy, geophysics, magmatic nickel-platinum group elements, and sediment-hosted gold. There was also an increased focus on technology, particularly the fast emerging field of laser ablation. Technology was one of five programs that formed the new research framework, which now covered the full spectrum of the ore deposit cycle, from genesis through to exploration, discovery, and mineral processing.

The CODES story covers twenty-five remarkable years of growth. Starting with just five staff working on a few Australian-based projects, the Centre has grown to have one of the largest university-based research groups in the world, working in over 30 countries spread across six continents. Highly productive worldwide collaborations have been developed with over fifty mining companies, plus a host of joint research initiatives with over 100 institutes and universities. More than 100 PhD, 80 Master of Economic Geology, and 350 Honours students have graduated to date, with many now holding senior positions in the minerals industry. Research has contributed significantly to major mineral discoveries, including the \$2.7 billion gold deposit at Kencana, Indonesia; a \$358 million zinc, lead, copper, silver and gold deposit at Rosebery, Tasmania; and a significant lead, silver deposit at Myrtle Basin Northern Territory, to name just a few. It has also completed twenty-two AMIRA projects with total industry funding over \$18 million, which included a magmatic-hydrothermal project that was the largest exploration-based research project in the history of AMIRA International.

Late in 2012, Professor Large handed over the reins to Professor Bruce Gemmell, who was one of only three research fellows in the original team – ensuring continuity of the CODES culture and ethos of teamwork that have been so pivotal to its success.

Despite its tenure as an ARC funded Centre of Excellence coming to an end in December 2013, under Bruce's leadership the Centre soon positioned itself for the next phase of its development. For example, it has recently been named as an ARC Industrial Transformation Research Hub. This exciting development, secured in collaboration with a group of national and international research partners, is set to improve efficiencies along the entire mining chain, from exploration through to ore processing and waste rock disposal.

The Hub is just one of a number of initiatives in the pipeline, which means there are still a number of chapters yet to unfold in the story of how a small Tasmanian centre became world leaders in ore deposit research – and a vital part of the minerals industry.

*About the author:* Steve Calladine has been the Communications Manager at CODES for more than seven years. He has extensive experience in corporate communications, particularly within the minerals industry. This includes five years as Public Relations Manager for South African-based Anglo American Platinum, the world's largest primary producer of platinum, and seven years running a successful communications business in Hobart, mainly providing consultancy services to the Tasmanian State Government.

### **The Tasmanian Law Reform Institute *Kate Warner***

The Tasmania Law Reform Institute (TLRI) was established in 2001 to fill the void in institutional law reform in the State created by the demise of first, the Tasmanian Law Reform Commission in 1989 and then its replacement, the Tasmanian Law Reform Commissioner in 1997. This followed the pattern in other Commonwealth countries. Independent statutory law reform agencies flourished in the 1970s and 80s in a climate of welfare liberalism but the political changes which followed in the late 80s were accompanied by a trend to restructure and downsize or even abolish independent statutory law reform agencies or to allow them to wither away. It was in this climate that the TLRI was born. It was the inspiration of Professor Donald Chalmers, who was Tasmania's Law Reform Commissioner at the time the government allowed the legislation supporting the Law Reform Commissioner to lapse.

The institutional model Professor Chalmers proposed was based on the Alberta Law Reform Institute, an agency based not on statute but on an agreement between the government of Alberta, the Law Society and the University of Alberta and funded primarily by the government and the Law Foundation of Alberta. The Alberta Law Reform Institute is the longest continuously running law reform agency in Canada, and one of the largest and most stable. The agreement between the University of Tasmania, the government and the Law Society to establish the Tasmania Law Reform Institute, to be based in the Law Faculty at the University, was signed in July 2001. The agreement was renewed in 2005 and again in 2008. The Attorney-General has indicated that the current agreement, due to expire at the end of 2014, will be extended.

The founding agreement provides for a Director, who is to be an academic member of staff appointed by the Vice Chancellor, and five Board members, namely the Dean of the Faculty of Law and appointees of the Chief Justice, the Attorney-General, the Law Society and the University Council. There is also provision for two co-opted members. The Board has co-opted a member of the Bar Association and a non-legal community member. The Board is assisted in its work by an Executive Officer. Long-standing members of the Board include

Justice Allan Blow (from 2001 until his appointment as Chief Justice in 2013); Ms Terese Henning (the Vice Chancellor's appointee since 2001) and Professor Kate Warner (Director since 2001).

The functions of the Institute are consistent with the mandate of a traditional law reform body, namely to review an area of the law with a view to modernization, elimination of defects, simplification or consolidation and uniformity with laws of other States and the Commonwealth. However, unlike many law reform agencies, the TLRI can select its own projects. The agreement provides that it can accept proposals from members of the community or community groups, Parliament, the judiciary and the legal profession as well as from the Attorney-General. And it can initiate its own projects. It is required to record all proposals for projects in its minutes. It is not obliged to accept any proposal including those from the Attorney-General. It manages its own release of reports and recommendations.

In its 14 years of operation, the Institute has completed 22 projects. The majority of projects undertaken have been proposed by the Attorney-General. However, proposals have been accepted from a member of the judiciary, the Children's Commissioner, the Vice Chancellor, a Shadow Attorney-General and members of the public. Projects cover a broad range of areas and are by no means limited to lawyers' law or black letter law. Controversial projects have included physical punishment of children, non-therapeutic male circumcision, same sex adoption and defences for child sex offences. Limited resources are a constraint on accepting a project that is too broad and resource intensive but nevertheless, large projects have been undertaken, including projects on a Charter of Rights and Sentencing.

One of the strengths of the University-based law reform model is the access it provides to resources, both library resources and personnel. Members of the Law Faculty can be co-opted to supervise projects and students are a valuable resource. Supervised research projects for students qualifying for honours have been used to kick-start work on many projects including same sex marriage, easements, bullying, rights of appeal and the scope of the defence of consent to assault. The work of a post-graduate student funded by an Australian Research Council Linkage Grant was incorporated into the Sentencing Final Report and a post-graduate student used the Children's Commissioner's circumcision proposal as the topic for his LLM by research. He was then employed by the Institute to draft the Final Report. The Law School also provides the Institute with access to a pool of talented research assistants, providing the State with a cost-effective model of law reform. Students benefit too by gaining valuable experience. Working on projects for the Institute provides students with the opportunity to develop research skills, and skills associated with oral presentations, media interviews and community consultation. Benefits flow to the Law Faculty in a number of ways. TLRI projects can help instil a law reform ethos into the curriculum by providing examples of current and past law reform proposals which can be used in discussion. Projects can also stimulate ideas for research grants and publications. The Institute also makes a contribution to the public profile of the University through the release and discussion of its projects in the media.

A measure of law reform agencies success is whether or not its recommendations are implemented. The TLRI has had some success in term of the implementation of its recommendations. Recommendations in relation to same sex adoption and vendor disclosure

have been adopted. Some of the 96 recommendations in the Sentencing Final Report were adopted, including the establishment of the Sentencing Advisory Council in 2010 and changes in relation to suspended sentences. Recommendations in relation to warnings in relation to delayed complaint in sexual offence cases were largely implemented in the 2010 amendments to the Evidence Act 2001 (Tas) and recommendations in relation to the defence of mistake as to age in child sex offences were partially implemented by amendments to the Criminal Code in October 2013.

The TLRI does not confine itself to measuring its success and effectiveness by implementation rates. As a law reform agency situated at a university, the stimulation of informed debate on a contentious issue is also an important goal. This is exemplified by the Institute's project on Same Sex Marriage. The aim of this research paper was not to make recommendations but to clarify the legal arguments about the issue to improve the quality of the debate when the matter was reconsidered by the Legislative Council in October 2013. The projects proposed by the Children's Commissioner provide two examples where the Institute's recommendations were controversial and have not been implemented. Nevertheless the reports stimulated much debate and provided well researched evidence-based arguments for the recommendations. Nor have the Institute's recommendations for a Charter of Rights been adopted. However, the TLRI found widespread support for a Charter and has provided a model which a future government may be minded to implement. Consistently with its position within a university, the Institute refuses to be confined to black letter law projects and working within the constraints of its resources, engages, when appropriate, with matters of social policy, however contentious.

The TLRI has been described as Tasmania's 'most interesting experiment with new law reform machinery'. It has been copied in both the Australian Capital Territory and South Australia. There is a strong case that it is an experiment that has provided benefits to the University of Tasmania and to the community at large. At the same time the limits of law reform and the challenges to an effective law reform agency in the twenty first century need to be acknowledged. It can be argued that a small law reform agency such as the TLRI, without permanent full-time research staff and limited capacity to undertake large complex projects, is mere cosmetic tokenism. That it is merely a body which can provide the government with breathing space to reduce the political heat about an issue or a convenient receptacle for a controversial matter which the government wishes to pigeon hole. Its lack of resources to respond in a timely manner mean that it can be sidelined or by-passed in favour of a government's in-house policy unit which can produce a prompt and politically palatable solution to a problem. Challenges to the work and relevance of independent law reform bodies include the rise of the public voice and new forms of communication such as Internet chat rooms, talk-back radio and constant polling. Together with the decline in the influence of experts and traditional forms of expert discourse of which the work of law reform agencies is an example, couched as it is in the method and style of rationalist legal discourse, to remain relevant, engage the public and to retain the ear of government is not an easy task. The challenge for the Institute is to continue to produce high quality work that is not merely valuable to experts in the field (such as students and academics), but to engage the public in informed debate on important legal and social issues and to provide independent advice to government which is, at least, then carefully considered.

*About the author:* Emeritus Professor Kate Warner, LLB (Hons), LLM (UTAS), held every position from tutor to Dean and Head of the Law School at the University of Tasmania from 1972 to 2014. She was a founding Director of the Tasmania Law Reform Institute. In December 2014 she was appointed Governor of Tasmania.

### **Height, health and history: exploring the legacy of Tasmania's dark past** *Hamish Maxwell-Stewart*



Much history could be described as an attempt to extract information about private life from public records. In this respect the history of the family is no different. A great deal of what historians know about the way in which family life has changed overtime is derived from the analysis of civil birth, death and marriage records, parish registers and census enumerators' returns. It is not an exaggeration to say that the history of the Western family has been constructed largely as a result of the collective sifting of millions of encounters with the state or church. Age at marriage, recorded births, birth intervals, household size and infant mortality rates are all common measures around which the frame of past family life has been painstakingly reconstructed. Judicial and penal records provide opportunities to extend the manner in which public encounters can be used to shed light on the private life of families.

This is particularly the case with Britain's former Australian penal colonies. Prior to 1850 the bulk of working-class people who moved from Europe to Australia were criminals sent into involuntary exile. The journey that they undertook through British and Irish courtroom, prison, hulk and transport vessel was punctuated with official encounters each of which generated paperwork. As the Australian colonies developed this system of bureaucratic surveillance was adapted to cover locally convicted populations. Many former convicts (and, for that matter, free migrants) were measured and described long after they had arrived in the colony. This is also the case with their children and grandchildren. Unlike the British Isles where the size of the population prohibited mass surveillance, written descriptions of prisoners discharged from gaol were routinely circulated from police office to police office. My research involves linking these records to civil registration data in order to study the impact that changing colonial conditions had on past families.

Information about height, routinely recorded in convict and prison records, is particularly useful. While at least 80 per cent of adult height is genetically determined, the inherited

propensity to be short or tall is equally distributed across populations. Because of this a chart of collective heights of fully-grown individuals of the same sex should be shaped like a bell—a characteristic known as a Gaussian curve after the German mathematician Karl Friedrich Gauss who first noticed the phenomenon. In any given population those who are disproportionately short should be the same as those who are disproportionately tall since, if you fold a Gaussian curve in the middle, the left hand side will exactly mirror the right.

As has long been recognised, there is a marked tendency for those brought up in relatively deprived households to be shorter than those born to better off parents. In nineteenth and early twentieth-century Britain, for example, those born in urban areas were seen to be shorter than those brought up in the country. The geographical and social height gradient reflects the environmental conditions encountered in utero and childhood can also have a bearing on adult stature. In other words an individual will only reach their potential biological height if the conditions under which they are nurtured are optimal. For such conditions to be met the diet they receive needs to be nutritionally adequate, or at least sufficient to overcome any environmental insults encountered in an individual's formative years. Childhood diseases (particularly diarrhoeal diseases), foetal alcohol syndrome, the use of opiate based medicines, lack of exposure to sunshine and stress can all stunt growth, knocking an individual off their genetically programmed growth trajectory.

In this sense we are what we eat—with the important proviso that the conditions that we (and our pregnant mothers) encounter also help to make us. Since the effect of genes that determine that some will be short and others tall tend to cancel each other out across an entire population, fluctuations in mean adult height between generations can be used as a measure of changes in collective foetal and childhood experience. Adult height can thus be used to tell a story about childhood conditions. Plates emptied by slim pay packets, bacteria passed on a spoon handle from one family member to another, patent medicines used to stupefy crying children and the smog which shut the sun out in some industrial cities, all stunted children. By contrast, others brought up in more benign conditions were literally given a head start in life. Historical height data provides an opportunity to study these inequalities.

Of course those transported to Australia were not representative of the British and Irish working classes, just as those who subsequently ran foul of the law and had their descriptions circulated in the pages of the *Tasmanian Police Gazette* were not representative of colonial Tasmanians as a whole. Criminal justice systems, however, were obsessed with data collection. Nineteenth-century governments and middle-class moral entrepreneurs wanted to know as much as possible about society's 'dangerous' elements. As a result criminals were documented in extraordinary detail. We have more data on prisoners, and transported convicts, than we do on almost any other citizens of the nineteenth-century British Empire. We know the village or town where the vast majority of the 73,000 convicts lagged to Tasmania were born. Importantly we also know how old they were when they arrived in Hobart, as well as the colour of their eyes, the names of their brothers and sisters, their religion and whether they could read and write. We even know what was in their bank accounts and can access their medical records assembled during the four-month voyage to Australia. Together with census returns it is possible to use this data to put the convicted into wider societal context.

Much the same can be said of the prisoners convicted in nineteenth-century Tasmania. By linking conviction data to birth and marriage registers it is possible to find exactly where



those born in Tasmania were raised. We can even determine the rateable value of the house where the prisoner was brought up.

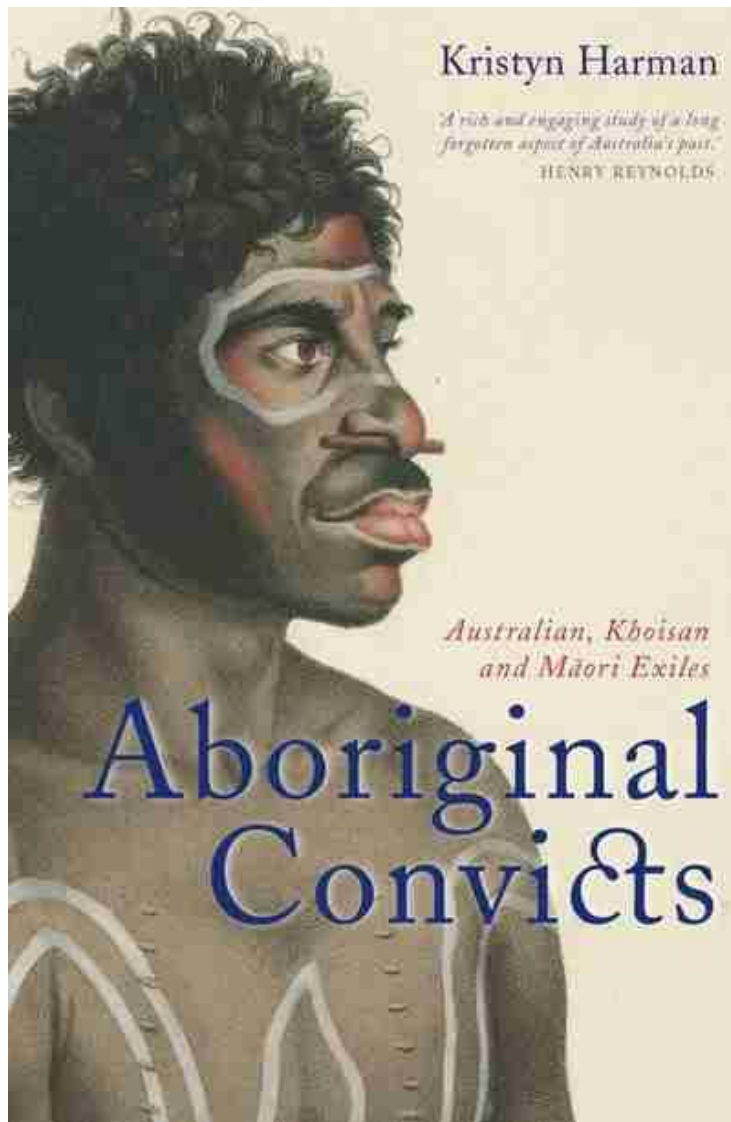
The work that my team does seeks to extract long-run intergenerational health data from the bureaucratic legacy generated by Tasmania's dark past. We want to convert something that was once a mark of shame into a window that can be used to reconstruct the life-courses of nineteenth-century Tasmanians. Our research reinforces the extent to which migration could facilitate intergenerational height gains. The children of convicts born in nineteenth-century Tasmania were not only taller than their parents, they were tall compared to children born in industrialising Britain. The relative abundance of affordable protein and low population densities conferred a colonial advantage on the descendants of those who 'left their country for their country's good'. As it turns out, there was biological silver lining to Tasmania's gothic past. Our main goal, however, is to exploit a particularly unusual feature of our data.

The history of women is far more important than the history of men. Yet, while it is women who give birth to the next generation, they are largely absent from the historical archive. As it turns out Tasmania is something of an exception to the general rule—13,000 women were sent here as convicts. There is no other society that possesses such detailed records for such a large proportion of its founding mothers. Tasmania is an island with a relatively small population rendering it possible to follow convicts and their children and grandchildren from birth to death. The work we do is a bit like assembling a vast jigsaw—one that has well over a million pieces. Slowly bit-by-bit we are putting together an elaborate intergenerational picture of Tasmanian settler society. This elaborate collective family tree is helping us, and a growing number of national and international collaborators, explore the impact that the lived experience of convicts had on their descendants.

In the process we have tried to give something back to those whose ancestors were exiled to Tasmania in disgrace. We have worked with the State Archive to capture digital images of the relevant record groups. Painstakingly we have indexed and linked these together digitally reassembling the bureaucratic infrastructure used to run the Tasmanian penal colony. All of this is now available online, a kind of electronic panopticon enabling anybody to follow Tasmanian's founding mothers and fathers from courtroom to colony. As a result we have been able to put the original records into retirement. In 2007 they were placed on the UNESCO Memory of the World register in recognition of their outstanding international importance. They now lie in a darkened room protected by temperature controls. Once a year the archive's staff let me in to see them. This annual pilgrimage serves as a reminder of how lucky I am to work as an historian in a place once described as the dust-pit of the British Empire.

*About the author:* Professor Hamish Maxwell-Stewart MA (Hons) 1986 PhD 1991 (Edinburgh) worked for the Wellcome Unit for the History of Medicine University of Glasgow, before migrating to Tasmania in 1997. He is the author of several books on convict transportation including *Closing Hell's Gates* (Allen and Unwin 2008), winner of the 2010 Margaret Scott award for the best book by a Tasmanian writer.

## Recovering the History of Aboriginal Convicts *Kristyn Harman*



Standing before a tall, lop-sided headstone in the colonial cemetery at Maria Island just off the east coast of Tasmania, I could just make out the inscription. It commemorated Hohepa Te Umuroa, a New Zealand Māori warrior, who had died there in 1848. It was one of those moments of profound separation that occasionally jolts those who have left behind the familiarity of home to experience life elsewhere. At the time, I could not fathom what particular circumstances might have brought Hohepa so far from home at the hour of his death. It was only some years later, as I was finishing my Bachelor of Arts honours degree at the University of Tasmania, that I grew to understand that indigenous people such as Hohepa were transported into captivity at a time when Tasmania had been Van Diemen's Land, and Maria Island a convict probation station. In his case, he and four of his companions had been found guilty of 'being in open rebellion against Queen and country'.

Having learnt that a few Māori warriors had been transported from New Zealand to Van Diemen's Land, I became intrigued by the notion that perhaps some Australian Aboriginal people had also been transported within the penal colonies. While some historians considered this unlikely, a foray into the colonial newspapers and archived convict records as part of my doctoral research soon revealed that that indeed had been the case. At least ninety Australian

Aboriginal people were transported as convicts. And, like the Māori, they were all men. Shocking stories began to emerge, all set against a backdrop of frontier conflict with the violence and intrigue that it had entailed.

There was Jackey who, in 1834, was shipped from Newcastle to Sydney to face trial, chained naked on the deck of the steamer *William IV*, with the leg iron cutting through his flesh to expose his ankle bone. He died just weeks after arriving in Hobart to begin his sentence. Then there was Yanem Goona, an elder from the Grampians, who was shipped to Norfolk Island for being part of a community involved in sheep stealing (read economic sabotage – they drove off hundreds of the woolly beasts) regardless of whether he was personally involved. He was said to have cried whenever he thought of home. He died at the convict hospital in Impression Bay in Van Diemen's Land before his sentence had expired. And there was also Tommy Boker. Charged with cattle stealing, all he could tell the criminal court was that 'the beef was good'. They had to let him go after that. He got discharged to the Benevolent Asylum. Of the Australian Aboriginal men who were transported to Norfolk Island, Van Diemen's Land, and the penal islands at Port Jackson, very, very few survived to return home. Many died within their first year in captivity, some of wounds suffered when they were captured, others from illness, and heartbreak at separation from kin and country. I became so intrigued by their stories that they took over my doctoral thesis, leaving the Māori convicts waiting in the wings for a while.

The transportation of indigenous people within the British Empire did not end there. When the time came to write the book that grew out of my thesis, I found that from the late 1820s until the 1850s, at least thirty-four Khoisan people were transported from the Cape Colony (now part of South Africa) to the Australian penal colonies. Some had been soldiers who were court martialled for mutiny and desertion. Others were farm labourers indicted for theft and other crimes against their colonial masters in outlying districts. Many served months or even years at Robben Island, waiting for a convict transport (ship) to call in from England or Ireland that had room to take a few more prisoners of the Crown to the Australian penal colonies. Perhaps one of the most poignant cases was Wildschut's. According to the Vandemonian authorities, he was 'an old Bushman whose language cannot be understood'. Shipped half way around the world, the Khoisan convicts had no means of returning home even if they survived their sentences. And, unlike Australian Aboriginal convicts, many did survive. Their convict records are peppered with numerous offences, many of which relate to escapism. Some escaped mentally through imbibing copious quantities of alcohol. Others physically escaped through absconding. Further punishments were meted out, extending their time in captivity. Once released, these men had nowhere to go. Willem Pokbaas, a 'cripple' who survived Port Arthur, later lived rough sleeping behind the lime kilns on the outskirts of Launceston in the north of Van Diemen's Land where he eventually died of an aneurism. Willem Hartzenberg ended up in the pauper depot at Port Arthur after his sentence expired, and was perhaps buried on Dead Island, now known more romantically, if still somewhat darkly, as 'Isle of the Dead'.

Remarkably for a population that had so recently sent the last known indigenous inhabitants of its acquired land off into exile on a much smaller offshore island, the colonists of Van Diemen's Land expressed their collective indignation when the traditionally-clothed Māori warriors arrived on their shores in 1846. How dare their colonial cousins across the Tasman

Sea treat their indigenous population so badly?! As astonishing as this outpouring of outrage may appear from a present day perspective, it worked in the favour of the New Zealand captives. While Governor George Grey desired for them to be sent to Norfolk Island or Port Arthur from where they could be encouraged write cautionary tales for the consumption of other Māori, public pressure locally saw the men shipped instead to Maria Island. Given an overseer conversant with their language, the five warriors were (unlike other indigenous convicts from across the Empire) housed separately from the general convict population. They were allocated gentle tasks such as vegie gardening, and were allowed to hunt and fish. Nevertheless, their health suffered.

All were grief stricken when Hohepa Te Umuroa eventually succumbed to tuberculosis. Most unusually for a convict (but in keeping with the esteem within which the Vandemonian public held the Māori prisoners), his burial site was marked with a headstone. It was the existence of that remarkable stone that enabled Hohepa's whanau (family) to reclaim him, and to accompany his remains home to his beloved Whanganui River in 1988, where he was laid to rest more than 140 years following his death. The last of the exiled Māori had finally returned home.

My professional background in writing and public relations coupled with my academic grounding in History, English, and Aboriginal Studies prepared me well to research the history of the transportation of indigenous people as convicts within the former British Empire, and to convey these stories to diverse audiences. Living in Tasmania with its replete convict archive, and undertaking doctoral research at a university that specialises in this area, was invaluable in assuring a successful research outcome. Since my book on this topic was published in September 2012, I have spoken about aboriginal convicts in Australia, New Zealand, and Europe, giving radio interviews, delivering public presentations, and doing appearances at several writers' festivals. Sharing my research is serving to remind audiences around the world about the British practice of transporting aboriginal people to, and within, the Australian penal colonies during the colonial period, the legacies from which are yet to be fully resolved.

*About the author:* Dr Kristyn Harman, PhD 2008, is a lecturer in the School of Humanities, and is a member of the Faculty of Arts Learning and Teaching Committee, and the Vice Chancellor's Teaching Awards Ranking Committee. Her monograph *Aboriginal Convicts: Australian, Khoisan, and Māori Exiles* won the Australian Historical Association's Kay Daniels Award in 2014.

### **The Centre for Tasmanian Historical Studies *Peter Chapman***

The Centre for Tasmanian Historical Studies (CTHS) arose originally from a proposal from Dr Kay Daniels in 1984 centred on her pioneering research team which produced the history of Wapping. On the eve of her departure from the Department of History, the Centre was approved and founded under the Chairmanship of Peter Chapman, who was chairman of the CTHS from 1985-1992. Over this period the present general format of activity developed, encouragement of research into Tasmanian history, a regular seminar series on subjects devoted to Tasmanian history, an annual publication, originally the *Bulletin for the Centre for Tasmanian Historical Studies* (1985-1992) later *Tasmanian Historical Studies*, a referred journal, and an annual History Conference. The Centre pioneered the practice of annual

history conferences in the state, 30 such annual conferences having now been held as well as a number of special event conferences, achieving a peak membership of 400 in 1990. Since the early period the Centre has flourished and expanded under succession of Directors and Executive Officers, including Professor Richard Davis, Professor Michael Bennett, Professor Rod Thomson, Dr Richard Ely, Associate Professor Peter Davis, Dr Caroline Evans, Dr Alison Alexander, Dr Tom Dunning, and the present Director, Associate Professor Stefan Petrow

The general themes of the conferences explored convict history, Aboriginal-European relations, political evolution, Irish contributions to Australian history, heritage, emigration, economic development and innovations, marine history, and the history of war and medical history.

Specialist conferences included the Ireland - Tasmania Conference, the University Centennial Conference, the Bicentennial History Conference, The Millennial Turning Points in History Conference, The Federation Conference and The Convict History in Strahan Conference, as well as the 'Windschuttle debate' Conference on Aboriginal history, chaired by Professor Cassandra Pybus.

All of these conferences have been inspired and enriched by the various Conveners and Directors mentioned, as well as by the original contributions to convict history by Professor Hamish Maxwell Stewart in convict conferences and this diversity of input has enriched the contributions of the CTHS to the expansion of public knowledge of the history of Tasmania and Australia.

The Conference theme for 2015 is 'Personalities and Processes in Tasmanian History' and speakers will include John Currey, author of *David Collins A Colonial life*, and Professor Henry Reynolds who is renowned for his publications on Aboriginal-European relations in Australia, the latest of which is *The Forgotten War*.

The themes of the many seminar series have mirrored those of the conferences and the contributions of speakers in both arenas have almost all been published by the Centre. These have included: Michael Roe, Henry Reynolds, Marilyn Lake, Manning Clark, Lloyd Robson, Lyndal Ryan, Geoffrey Blainey, Geoffrey Bolton, Alan Frost, Robert Dixon, Christopher Koch, Dixon, Stuart Macintyre, Stephen Garton, Sir Guy Green, Hamish Maxwell Stewart, John Mulvaney, John Ritchie, Marjorie Tipping, Tim Jetson, Peter Pierce, The Honorable D A Lowe, Richard Herr, Peter Hay, Marie Fels, Alison Alexander, Tom Dunning, Ian Brand, N J B Plomley, Caroline Evans, Richard Ely, Stefan Petrow, and Peter Chapman

Centre Publications (apart from the annual journals) include *The History of Wapping* (a consequence of Kay Daniels Research initiative), the *Aboriginal Settler Clash* (in association with the Queen Victoria museum), *Practical Visionaries*, *The Russians in Hobart*, *The Role of Government in the Development of the Tasmanian Metal Mining Industry*, *Ireland and Tasmania 1848*, *Intellect and Emotion: Perspectives on Australian History*, three separate Bibliographies of the *Histories of the Huon*, *the Midlands*, *West and South West Tasmania* and the *Companion to Tasmanian History* edited by Alison Alexander. A full list of publications can be obtained from the Centre of Tasmanian Historical Studies which is dedicated to encourage the discussion, the research, and the publication of Tasmanian history in its Australian context.

*About the author:* Peter Chapman, MA (Oxon), is Associate Professor in History and General Editor of Historical Records of Australia. He was Chairman of the Centre for Tasmanian Historical Studies from 1985 to 1992.

### **Tasmanian Devil Research and the Bonorong Classroom** *Grace Heathcote*

The University of Tasmania has stood as a centre of learning excellence for 125 years. During that time hundreds of thousands of students have passed through its lecture theatres, tutorial rooms, laboratories, and other classrooms dreaming of and preparing for their future careers. Classrooms are an integral component of learning, and come in many forms and disguises. Bonorong Wildlife Sanctuary has stood as one such classroom of the University for several years with students from all levels, from undergraduates to researchers, taking the opportunity to study Tasmania's unique and fascinating fauna at close quarters.



Tasmanian devil at Bonorong. Photograph reproduced here by permission of the Bonorong Wildlife Sanctuary

Some examples include:

- Undergraduate Zoology students in the Tasmanian Fauna class visit the Sanctuary every year to see the animals they learn about in their lectures. Many of these students are interested in pursuing a career working with wildlife and go on to undertake the Bonorong Internship Program as a means of gaining hands-on experience with native animals.
- Honours students studying the stress levels of captive Tasmanian devils visited every week for months during 2014 to collect scats and record observations.
- A PhD candidate undertook a radio-tracking pilot study at Bonorong during her research into the landscape ecology of the spotted tailed quoll.
- A PhD candidate researching interactions between wild devils used Bonorong as an initial testing ground for specially-designed tracking collars in late 2014. It is hoped that the



information provided by these collars, once fitted to wild devils, will assist in improving the understanding of how Tasmanian Devil Facial Tumour Disease is passed and spread.

- Researchers from the Menzies Research Institute have access to the devils at Bonorong when needing blood and tissue samples.



Spotted quoll at Bonorong. Photograph reproduced here by permission of the Bonorong Wildlife Sanctuary

Bonorong also stands as a classroom for every visitor that comes through the gates. Whether they are students or holiday makers, there is always something that can be learnt about Tasmania's unique wildlife and the ways that we can help protect them from the many threats they face.

Outside the classroom, Bonorong works closely with the Save the Tasmanian Devil Program (STDP, of which the University of Tasmania is a project partner) to house older devils now past breeding age. The huge 'Devils Run' enclosure provides a home for up to 20 devils and is taking the pressure off the SDTP who would otherwise house, feed and care for them. Bonorong will soon finish a second retirement village for these older devils and be able to provide even greater assistance to the program. These devils have played a crucial role in the protection of their species by contributing to the 'Insurance Population' of captive devils and deserve to enjoy their retirement in style and safety.

Bonorong Wildlife Sanctuary values the partnership with the University of Tasmania. It is especially important considering the threats currently facing many of our endemic species and the need for a greater understanding of how we impact on them. Bonorong looks forward



to continuing to build the partnership and working on these and other projects together in the future.

Many congratulations on the impressive milestone!

*About the author:* Grace Heathcote, BA BSc 2007 (Tasmania), M Nat Resource Management (JCU), worked for three years with Indigenous Rangers to conduct marine debris clean ups and sea turtle research in Arnhem Land and the Kimberleys. The urge to return to Tasmania and work with terrestrial wildlife led her to join Bonorong as an intern wildlife keeper. She is now Conservation Programs Manager, helping Bonorong drive forward its conservation goals for the future.

### **TILES: the Tasmanian Institute of Law Enforcement Studies *Roberta Julian***

In August 2002, the Tasmanian Institute of Law Enforcement Studies (TILES) was established by the University of Tasmania and DPPS (Department of Police and Public Safety) with the aim of providing an improved research base for law enforcement, not just in Tasmania, but throughout Australia. It was located within the School of Government, Faculty of Arts, and its formation reflected widening collaboration between the University of Tasmania and State agencies in general, strengthened by the Partnership Agreement between the University and State Government.

A memorandum of Understanding for the formation of the Tasmanian Institute of Law Enforcement Studies (TILES) was signed by Professor Rudi Lidl (Acting Vice Chancellor, UTAS) and Richard McCreadie (Commissioner, Tasmania Police) on 19th August 2002. The recital in the MOU stated:

Both the DPPS and the University wish to increase their involvement in all aspects of research relevant for law enforcement. This is reflected in the existing arrangements (e.g. Bachelor Social Science (Police Studies)) and in the University commitment to creating and promoting scholarship that 'is international in scope but also reflect the distinctiveness of Tasmania and serves the needs of its community' (University of Tasmania Strategic Plan 2002-4). In line with these intentions and objectives, both sides decide to establish a research institute – Tasmanian Institute of Law Enforcement Studies (TILES). The Institute will undertake relevant research and research training and become active in promoting research and research training in law enforcement for other state and national and international clients.

In July 2003, after an international search process, Associate Professor Roberta Julian, formerly of the School of Sociology and Social Work at UTAS, was appointed as the first Director of TILES.

The establishment of TILES reflected:

- Opportunities for attracting research funding (national and international), especially for collaborative and inter-disciplinary research responding to the needs of law enforcement agencies and community groups;
- Experience of successful collaboration between the University and the DPPS in teaching, especially in the development of the Bachelor of Social Science (Police Studies) degree (from 2000), RHD projects and full fee paying postgraduate awards at the Graduate Certificate, Graduate Diploma and Masters of Police Studies (from 2001);
- Research expertise and research excellence available at the University, especially in the Faculty of Arts, in the areas of policing, public policy-making, criminology, international relations, sociology, social geography, law, philosophy, history and information systems;
- Research needs and priorities of DPPS, in particular, in the areas relevant for contemporary and future policing practice;
- Strong support for the initiatives related to the Partnership Agreement between the University of Tasmania and the State Government. TILES follows the spirit of this agreement and enhances the collaboration between the two institutions;
- Recognition of common interests in the areas of law enforcement research and advanced training. The DPPS stresses the need for evidence-based research that helps in responding to challenges in contemporary law enforcement, and preparing law enforcement agencies for effective policing in the 21st century;
- Support for the Tasmania Together initiative sponsored by the State Government, in particular: ‘to have a community where people feel safe and are safe in all aspects of their lives’ (Goal 2).

In its initial phase, the TILES governance structure included a Board of Directors and a Management Committee. An Interim Board, chaired by the Commissioner of Police, was in place until the beginning of 2005. Towards the end of 2004, Sir Max Bingham was invited by the Commissioner to take on the position of Chair. He agreed to take up this position and was instrumental in establishing the Board of Directors and providing guidance and direction in the early development of the Institute. The initial Board of Directors included representation from community, business, university and government sectors. Its membership was:

Sir Max Bingham, QC (Chair)

Mr Richard McCreadie (Commissioner of Police, Tasmania)

Professor Andrew Glenn, Pro Vice Chancellor (Research), UTAS

Associate Professor Marcus Haward, Head, School of Government, UTAS

Mr Jack Johnston, Deputy Commissioner of Police, Tasmania

Professor Jan Pakulski, Dean, Faculty of Arts, UTAS

Ms Linda Hornsey, Secretary, Department of Premier and Cabinet, Tasmania

Ms Joanne Blackburn, First Assistant Secretary, Australian Government Attorney General’s Department, Criminal Justice Division, ACT

Mr Rudie Sypkes, Sypkes Group Managing Director  
Ms Margie O'Rourke, Area General Manager, Telstra

The initial Management Committee comprised:

Director – A/Prof Roberta Julian

Associate Director (Honorary)– A/Prof. Lorraine Mazerolle, Griffith University

Academic Co-ordinator (appointed by UTAS) – Dr Rob Hall

Administrative Co-ordinator (appointed by DPPS) – Inspector Matthew Richman

In 2006, Sir Max Bingham retired as Chair of the Board and Mr Richard Bingham (Secretary, Department of Justice, Tasmania) took on this position until 2009. In 2006 Professor Jenny Fleming was appointed as a Senior Research Fellow at TILES. She was appointed as Director of the Institute in 2009 and held this position until the end of 2011. In 2012, Associate Professor Julian again took up the position of Director.

The Institute's activities are framed by the following statements:

#### Vision

To achieve an international reputation for excellence in law enforcement research.

#### Mission

To conduct and promote evidence based research to improve the quality of law enforcement and enhance community safety.

Since its establishment, TILES has grown into a well-performing research institute with a sound reputation for high quality research both nationally and internationally. The Institute undertakes specific research tasks for Tasmania Police and other law enforcement agencies and competes for nationally competitive research grants. It seconded researchers from Tasmania Police to assist with research, as well as drawing upon expertise from the University community and research staff recruited for specific projects. Academic staff members have supervised HDR students in a wide range of policing-related areas of research.

In 2016, the Institute's research focuses on the following themes:

- Forensic Studies
- ☐ Policing Vulnerable Populations
- ☐ Drug and Alcohol Law Enforcement
- ☐ Interagency Collaboration
- ☐ Policing and the Media

- ☐ Risk Assessment

TILES is distinctive in that it continues to be the only research institute in Australia that has been established through a partnership between a university and an Australian police organisation. As such, it is a significant institution in the development of a national landscape that supports the ongoing professionalisation of policing in Australia.

Information on TILES can be found at: <http://www.utas.edu.au/tiles>

*About the author:* Assoc Professor Roberta Julian, BA Hons PhD, has published widely in the areas of immigrant and refugee settlement and is the founding Director of the Tasmanian Institute of Law Enforcement Studies.

## Creative Arts

### **The University Fine Art Collection** *Rachael Rose*

The University of Tasmania Fine Art Collection was established in the late 1960s when staff and students expressed a desire for artworks to be hung in the new Humanities building. A committee was formed with the goal of providing educational and cultural stimulation for the campus. A gallery was established where Lazenby's now sits, and the group began to acquire artworks and run an exhibitions program.

With the move of the Tasmanian School of Art to the University, the fledgling Collection entered a new period of growth. A dedicated acquisitions budget enabled the University to purchase artworks of significance with an emphasis on contemporary Australian art. Bequests and gifts were used to fund the acquisitions, and the Collection benefited from loans of valuable and significant work. Donations through the Cultural Gifts Program continue to add to the breadth of the Collection.

In particular, *The Wharmby Bequest* has enabled the acquisition of significant contemporary artwork through the gift of funds by Marion E Wharmby in 1996. Fiona Hall, Hossein Valamanesh, and Elizabeth Gower are among the 70 artists so far represented in this bequest.

It is University policy to have as many artworks as possible on public display for the enjoyment of staff, students, and the general public. The art is dispersed throughout the University in buildings and outdoors - in effect a changing exhibition with multiple venues. There is no longer a gallery exclusively for the Collection, but, on all three campuses of the University, the display of Collection artworks is an important part of the environment. Many artworks are accessible to the public through regular opening hours and by appointment. On occasion, artworks from the Collection are also lent to other institutions for major exhibitions both here and on the mainland.

The University Collection comprises contemporary art: paintings, photographs, works on paper, glass, pottery, ceramics, and sculpture. There are approximately 3000 objects with an emphasis on Australian artists, particularly Tasmanian. Two discrete Collections are housed within the Fine Art Collection –

*The Carington Smith Collection* is a group of about 500 works by distinguished artist and ex-Head of the School of Art, Jack Carington Smith. Mostly acquired by the University in 1986, it is made up largely of sketches, studies, and watercolours.

*The Tyler Collection* bequeathed by Frances and Geoffrey Tyler in 2013 consists predominantly of Romanian artwork from 1970-85, a private collection amassed by Geoffrey Tyler during his role with the IMF in Europe while Romania was still under Communist rule. It also contains Russian, Greek, and Romanian icons, sculptures, and some contemporary European and American work.

As we look to the future, planning is underway for the Collection to go online, which will increase greatly its accessibility and appreciation. A dedicated professional gallery space is also an aspiration.

The Fine Art Collection demonstrates the University's ongoing commitment to the patronage and advancement of the visual arts in Australia. Through it, the University aims to foster appreciation and understanding of the visual arts both on campus and amongst the wider community.

*About the author:* Rachael Rose, BFA 2002 Master of Fine Art and Design 2004, is the Registrar and Keeper of the University of Tasmania's Fine Art Collection. In this role, she manages a collection of approximately 3,000 artworks across the University's three campuses. She also maintains a printmaking practice.

### **The Academy Gallery – a Short History *Malcolm Bywaters***

The Academy Gallery is a dynamic, evolving and accessible cultural facility that seeks to demonstrate excellence in all its activities with the Tasmanian, national and international community. The gallery's major objective is to promote and strengthen the recognition of Tasmania as a place recognised nationally and internationally for its quality arts practice. The Academy Gallery has built an extensive state and national reputation for the development, management and presentation of contemporary visual art, craft and design exhibitions. The exhibition program is formatted on the basis of perceived high quality, giving our community an opportunity to engage with work of a national and international calibre. In addition, the Gallery has become an active site for the publication and dissemination of research in the arts and arts-related disciplines.

The Academy Gallery was officially launched in June 2002 with the exhibition *Alumni*. This significant survey exhibition comprised artwork from professional artists who had graduated

during the past thirty years from the University of Tasmania. The years 2002 to 2015 have seen the Academy Gallery consolidate our position within the Launceston, Tasmania and national art scene as a gallery space that exhibits high quality, innovative, challenging art, craft and design exhibitions.

Exhibition highlights in the gallery history include *Home Sweet Home: Works from the Peter Fay Collection*, National Gallery of Australia (2004); *Three Colours: Gordon Bennett and Peter Robinson*, Heide Museum of Modern Art (2005); *Pooaraar - The Great Forgetting*, National Museum of Australia (2006); *Stage Fright: the art of theatre*, National Gallery of Australia (2007); *KP11: Key Producers* (2009) in partnership with the Australia Council and the highly successful and popular *Sidney Nolan: The Gallipoli Series* on loan from The Australian War Memorial (2011). In 2014 the Academy Gallery partnered with Wesfarmers to exhibit *Luminous World: Contemporary Art from the Wesfarmers Collection*. This nationally focused touring exhibition was presented as part of the Academy Gallery Mini Blockbuster (MB) series. The MB Series aims to educate and promote the contemporary arts as accessible cultural enjoyment.

Significant gallery originated projects include *River effects: The Waterways of Tasmania* presented as part of 10 Days on the Island festival (2011); *Boogy, Jive & Bop* a major national survey exhibition of contemporary art (2003); *The Green Zone* which included a sculpture by Henry Moore on loan from the National Gallery of Victoria (2008) and *Rhapsody 21C: Tasmanian Contemporary Art* (2005) including 33 artists and a major conference that concerned the future direction of the University Museum and art gallery. The *Rhapsody* exhibition was planned to coincide with the first Australasian conference dedicated to the role of the University Museum and Art Gallery in the new century. The conference explored the imperatives of scholarship, research, professional development, community engagement and the professional presentation of contemporary art as exhibited by the modern university gallery. The conference brought significant international attention to the Academy Gallery and greatly contributed towards the branding of Tasmania nationally and internationally as a vital, energetic and innovative arts community. Over 140 participants comprising gallery directors, curators, exhibition conservators, arts consultants and graduate research students attended the conference from Australia, New Zealand and the United States. *Hits and Memories: Ten Years at the Academy Gallery* (2012) was the gallery's anniversary exhibition showcasing work by ten high profile artists who have all exhibited at the gallery.

The Academy Gallery has commissioned and facilitated major solo exhibitions by several distinguished mid-career artists including Michael Muruste (2002), Philip Wolfhagen (2004), Junko Go (2005), Michael Doolan (2005), Stephen Haley (2008), Patrick Grieve (2008), Brendan Lee (2009), Wayne Z Hudson (2009), Anne Morrison (2009), Melissa Smith (2010), Mandy Hunniford (2011) and David Marsden (2011). As part of University of Tasmania 125<sup>th</sup> celebrations, the Academy Gallery will present *David Keeling: Inside / Out*. The exhibition will span artwork from three decades including painting, drawing and sculpture, focusing on the major themes that have driven Keeling's artistic output. Keeling graduated from the former Tasmanian School of Art, University of Tasmania, Hobart in 1976. *David Keeling: Inside Out* curated by Academy Gallery Director Dr Malcom Bywaters, will showcase the innovative brilliance of this nationally recognized Tasmanian artist.

The Academy Gallery in 2003 established an ongoing pro-active Community Outreach Program, which is aimed towards various groups throughout Launceston and the wider Tasmanian community. The very active Academy Gallery Community Outreach Program ranges across the business, education, early childhood, senior citizens and cultural sectors. The Launceston business community has shown great support for the gallery by contributing significant cash and in-kind support for the exhibition schedule, and this is greatly appreciated. In 2004 the Academy Gallery's work in the Launceston community was recognized by the Vice-Chancellors University of Tasmania Community Engagement Award for developing an outstanding program of cultural activity for Northern Tasmania.

Also in 2003 the Academy Gallery established the Volunteer Club. Volunteers learn about handling artworks, installation, conservation, lighting and exhibition design, required of a professional contemporary art gallery. The Academy Gallery Volunteer Club comprises people from the community including visual arts students, retirees, arts lovers, business people and teachers who are all enthusiastic about participating in the arts.

In 2004 the Academy Gallery established its commitment to supporting emerging artists and curators with two programs, *Ignition: Emerging Artists* and *First Aid*. *Ignition* is intended to facilitate the national awareness of Tasmania's emerging artists, craftspeople and designers with a specific emphasis on recent graduates. With *First Aid*, the Academy Gallery has been able to guide and support several emerging curators by giving them the opportunity to extend their knowledge of contemporary art, craft and design.

Environmental issues such as global warming, conservation of resources and the reduction of waste are a great concern for the Academy Gallery. In 2006 the Academy Gallery established a Greening the Gallery agenda, aimed towards reducing the carbon emissions and waste products created by the exhibition schedule and office activities. In 2010 as a key component of Greening The Gallery we introduced electronic exhibition invitations and a highly successful E - catalogues series.

In 2007 the Academy Gallery launched *X Factor*. The *X Factor Exhibition Plan* is directed towards promoting Tasmanian artists who have sustained a substantial quality arts practice over a number of years. *X Factor* was piloted in 2003 with an exhibition by celebrated Tasmanian contemporary landscape painter, Philip Wolfhagen. The exhibition titled *The Inner Edge* was opened by Dr Gerard Vaughan, Director, National Gallery of Victoria, and received wide critical acclaim.

In 2008 the Academy Gallery established the Academy Gallery HUB for research, teaching and learning. The HUB is aimed towards assisting Academy Gallery exhibition curators and other specialist arts workers with exhibition projects. The HUB has been successful in giving the gallery a focused strategy for operating and managing our exhibition schedule that encompasses all sectors of the gallery operation.

The Academy Gallery is an active site for the publication and dissemination of research in the arts and arts-related disciplines. In 2008 the Gallery introduced Word Up Publication, which



has invited nationally and internationally recognised visual arts and cultural writers, such as Peter Timms, Kelly Gellatly, Juliana Engberg and Ashley Crawford, to write exhibition catalogue essays.

There have been many highlights in the Academy Gallery's history of service to the University of Tasmania. A special thank you to Emeritus Professor Vincent McGrath for his vision and enthusiasm with the establishment of the Academy Gallery as a centre for teaching, learning and research.

*About the author:* Dr Malcom Bywaters PhD (Melbourne), MA (RMIT), Grad Dip Fine Art (VCA), Dip Art (BCAE) is Senior Lecturer and Director, Academy Gallery & NEW Gallery. He is the Graduate Research Coordinator & MCA Coordinator, Artist in Residence Program Manager and Coordinator - TCotA Summer School, Launceston

### **Contemporary Art for Collectors *Lucy Bleach***

*The new art school must acknowledge its complicated relationship with the public. The art school is dedicated not only to developing artists, but also (and ultimately) to enriching public life. (Undesigning the New Art School Charles Renfro)*

The Tasmanian College of the Arts, University of Tasmania is located within an ecosystem of historical, social and cultural significance. The Tasmanian College of the Arts is increasingly becoming recognised and valued for developing bespoke programs for outreach engagement, establishing varied relationships and networks with diverse communities of practice.

*Contemporary Art for Collectors* is a 2014 outreach program designed, developed and delivered by the Tasmanian College of the Arts. The program aims to enrich current and aspiring collectors' understanding of local, national and international Art and Design practice and collections.

*Contemporary Art for Collectors* comprises a series of active learning opportunities designed to explore and reflect on diverse models of collecting, the significance of private / public collections, the history and memory embedded in objects, and issues of chance, value, taste and collectability. The unit provides a unique opportunity for participants to share ideas and network with their local collector community.

In developing the unit, Tasmanian College of the Arts lecturers considered the importance of implementing a program that encouraged diverse modes of engagement and activities, with varied sites of delivery and rotating lecturers.

The program included:

- Site visits to local commercial galleries, contemporary art spaces, state intuitions and private collections.

- Extended lecture sessions that brought the world of collecting to the participants (and the art school) in all its historical, anecdotal, cultural and psychological contexts.
- Studio sessions where students were invited to bring their world (artefacts, knowledge and experience) to the art school to become a collective creative ground for the making of new experience and knowledge. These sessions were ultimately geared to each student/collector designing their very own *Dream Collection*.

*'I'm enjoying walking through the layers of plastic strip curtains in the tunnel of art. I'm looking towards that glimmer at the end to help understand why I collect what I collect...and what I would collect if I could! Curiously I have never tried to put it into words before....' (Contemporary Art for Collectors student, 2014)*

*Contemporary Art for Collectors* was met with significant enthusiasm and commitment from a diverse demographic, from first time dabblers to high-end established collectors of local, national and international artworks.

The synergies of interests and experience were expanded by global contemporary art contexts and framed within tangible opportunities of art appreciation and collection. An unanticipated opportunity emerged within the program when members of the cohort opened their homes and private collections to be viewed, engaged and discussed by the group. The success of the program resonates beyond the initial unit, with more advanced and expansive units in progress.

*About the author:* Lucy Bleach, BA, MFA, is the Studio Coordinator, Sculpture & 3D Design and Art Forum Coordinator, Tasmanian College of the Arts, University of Tasmania.

### **\*MACHINES John Vella**

It all started at a local Hobart Café over 6 years ago... then Associate Lecturer and Acting Head of Sculpture at the Tasmanian College of the Arts, John Vella, met with Department of Education employees Tony Woodward and Frank Bansel, to hatch a plan to deliver a new program for schools... three men a baby. This '*baby*,' conceived from a desire to bring contemporary sculptural practice to schools, extend traditional ways of learning through art and build tertiary relationships and pathways in the process, was born in 2009 and named *\*MACHINES*.

*\*MACHINES* aims to provide playful and collaborative art-making opportunities for classes of 60-plus high school students drawn from across the public and private education sector.

During an intensive 3-day workshop *\*MACHINES* inspires and challenges students in experimental and spontaneous ways, providing the opportunity for students to work with Tasmanian College of the Arts, Sculpture Studio staff in the College's studios.

Each year the name of the program is rebadged to align with the annually changing media themes of the City of Hobart Art Prize: 2009 *GreenMACHINES* 2010 *ScreenMACHINES* 2011 *DreamMACHINES*, 2012 *SceneMACHINES*, 2013 *MeanMACHINES*, 2014 *SheenMACHINES*. The 'Art Prize' relationship was consolidated through securing Tasmanian Museum and Art Gallery space for the \**MACHINES* exhibitions enabling students' work to be seen and engaged in an esteemed professional context.

In the workshops over 70 students develop ambitious sculptures from a variety of materials. Group learning is core to the program's success, encouraging students across diverse schools and demographics to work, play and take risks together. This team approach to art making provides a healthy antidote to traditional ways of engaging with art in the school context.

Here's some feedback from the students themselves:

I was challenged because I had to think more than I usually do and I have a whole new outlook on art...

We worked in many different teams, sharing our individual thoughts and ideas, collaborating our skills and working together towards a whole.... I loved \**MACHINES* because it made me realise that art is more than drawing and painting.

...the whole experience was amazing. I had an awesome time! Seeing the art school and building my first sculpture was the best...

\**MACHINES* has provided additional learning opportunities for cohorts who work in support of the program. College of the Arts, Visual Communication students who design the catalogue each year, are exposed to real-world challenges and opportunities, and the University student volunteers, who support and encourage the school students, gain insights into collaborative learning that in-turn informs their own studies. Secondary art teachers and Tasmanian College of the Arts staff regularly attend the workshops and have also found them to be valuable professional learning opportunities.

Due to increased demand \**MACHINES* has also been 'delivered' in Burnie, at the University of Tasmania's Cradle Coast Campus and Launceston, at the Inveresk Campus of the Tasmanian College of the Arts, delivering impact and engagement across the state. The success of \**MACHINES* has spawned a number of enduring partnerships with organisations that include: the Tasmanian Museum and Art Gallery (AccessArt), the Department of Education, Hobart City Council, Detached, Pathways (Integrated Creative Arts Education), Tasmanian Catholic Education Office and the Association of Independent Schools of Tasmania.

So 'the baby' is now arguably a young adult, bringing all the baggage of responsibility that comes with older age – how to maintain relevance and impact in a rapidly evolving world,

how to ensure quality through exposure to new experience and challenges, and how to respond as friends and partners evolve? What are the new opportunities for learning, engagement and experience? 2015 will see a new iteration of *\*MACHINES* developed in collaboration with the University of Tasmania's Asia Institute and The Museum of Old and New Art's, DARK MOFO.

In recognition of ongoing positive impact, *\*MACHINES* received the 2011 Vice-Chancellor's Award for Outstanding Community Engagement, however the greatest reward is to feel the excitement and extraordinary commitment from participants in each program (over 500 students have been 'machined' since 2009), and to now see these students appearing at the Tasmanian College of the Arts years down the track, undertaking and succeeding in University of Tasmania degree programs.

*About the author:* John Vella, BFA (Hons) first class 1996, MFA, 2000, lectured in Sculpture at the Tasmanian College of the Arts, University of Tasmania, from 2005-2012 and is currently the Discipline Head of the Tasmanian College of the Arts, Art Program. John and Lucy Bleach (Sculpture Studio Coordinator) have co-delivered the *\*MACHINES* program annually since 2009.

### **Creativity, MONA and the University of Tasmania** *Brigita Ozolins*

Back in 2005, not long after I had completed my PhD, I received a surprise phone call. It was from David Walsh, the man responsible for so positively and dramatically changing the cultural profile of Tasmania. I was working casually as a research assistant and tutor at the Tasmanian College of the Arts at the time, and had also applied for several grants in the hope of extending my visual arts practice post PhD. One of those grants was for the Moorilla Scholarship, a \$10,000 stipend funded by the owner of Moorilla. I didn't know then that the new owner was David Walsh, but I did know that someone had bought the Alcorso property and had established a fabulous but little known museum of antiquities in the old Roy Grounds building on the Moorilla estate. I had paid a visit and was astounded at the breadth and beauty of the collection, which included many ancient artifacts that depicted early forms of writing. As my art practice explores our relationship to language, books, history and writing, the theme of my proposal for the Moorilla Scholarship became patently obvious – I would make art work that responds to items in the collection.

Anyway, back to the phone call. 'You've applied for the Moorilla Scholarship,' said the voice on the other end of the line.

'Yes,' I responded, feeling rather excited, imagining that this may mean positive news about the scholarship.

'Well, I'm not going to give it to you,' said the voice - and my heart immediately sank – 'but instead, I want you to make a work for an extension to my museum.' The voice then mentioned a sum that far exceeded the Moorilla Scholarship stipend. I felt a bit suspicious at this point – was it a friend pulling my leg? - and I asked who was speaking. The voice

explained that he was David Walsh, that he was the owner of Moorilla and that he didn't really expect me to know who he was.

We met several times after that phone call to discuss my proposal for 'the extension'. David Walsh personally showed me many of the rare items in his collection and allowed me to hold some of them in my hands. I was taken aback by the privilege, and by David Walsh's intimate knowledge of everything he owned. I was also slightly terrified about the task ahead. At that time, I had no idea I was being commissioned to make work for what would end up being the largest private museum in the southern hemisphere, and I also didn't suspect that *Kryptos*, the work I created, would become such a popular exhibit in that museum.

Over a period of 6 years, I witnessed some very special moments in the development of MONA. I visited the site numerous times from 2008 onwards, often navigating my way through a maze of towering scaffolding. And in the two months just prior to the grand opening, which is how long it took me to individually glue every numeral of binary code onto the walls of *Kryptos*, I watched a messy complex building site transform into a stunning and labyrinthine Museum of Old and New Art. I particularly remember the rise of excited applause when the final image in Sidney Nolan's *Snake* was hung on that magnificent curved wall on level B2.

MONA now has an extraordinary international reputation for being one of the most innovative museums in the world. It employs many of our Tasmanian College of the Arts graduates and has become a vital resource for learning and teaching in the fine arts. But its impact extends well beyond the Museum itself and reverberates through its summer music festival, MONA FOMA; the more recent winter fest, DARK MOFO; regular weekend concerts, a summer market and a new stream of national and international visitors who are keen to experience a shot of the energy MONA has injected into our State. It's an indescribable creative energy that is underscored by MONA's deep commitment to the arts – and it feels almost dreamlike.

*About the author:* Dr Brigita Ozolins, PhD 2004, has been lecturing in Art and Design Theory at the Tasmanian College of the Arts since 2000. She is the creator of *Kryptos*, a large-scale, site-specific installation commissioned by David Walsh that responds to cuneiform artefacts in his collection.

### **Henty River Sculpture Camps   *David Hamilton***

Throughout the 1970s the sculpture departments of Hobart and Launceston Art Schools used to meet for a week on the West Coast of Tasmania. Armed with an assortment of chainsaws, axes, chisels and the odd dog, the aim was to work together making sculpture from the many Huon pine logs washed up at the mouth of the Henty River.

On the designated day at the beginning of each academic year both groups would meet at Strahan and then together, a rag-tag line of cars and utes loaded with students and supplies would make the perilous dash 5 kilometres up Ocean Beach at breakneck speed to avoid sinking into treacherous sand, softened by the numerous streams that entered the sea along

the shoreline. On arrival at 'the mouth' vehicles were driven at full speed up the dunes to protect them from the unpredictable high tides of the area. Fraught with danger, vehicles that hesitated would sink to the axles and all were needed to work together to perform a rescue. Visiting sculptor Stephen Walker was one such victim with his robust Haflinger temporarily consumed by the sand.

The West Coast days were taken up in collecting prime pieces of Huon pine from the various heaps scattered along the beach, rolling logs into the sea and then dragging them back by hand and rope through the sea to the campsite. The selected logs were used for building sculptural works onsite or roughing out forms for finishing back at school.

At dusk each night, and before dinner, the serious stuff of a North-South hockey match would take place, using sticks hand-carved from the masses of driftwood lying about. The carving of the perfect hockey stick became quite obsessional for some. The losing team would cook the after-battle evening meal. Dinner was a great time of coming together, solving the problems of art and sculpture and the world in general. A great escape from the usual art school vagaries of the new academic year.

The only evidence remaining from these camps is a much coveted and well used ten page publication *The Whole Henty River Catalogue* prepared by Peter Taylor in 1974. Like its American inspiration, *The Whole Earth Catalog*, it gave advice about tools, knots and thoughts on art.

*About the author:* David Hamilton was born and educated in Hobart, Tasmania. For 30 years until 2002 he was Head of Sculpture in the Fine Art program at Launceston. During his career in university education he has held the positions of Head of School, Deputy Academic Dean and Sub Dean at the School of Visual and Performing Arts.

### **The Tasmanian Conservatorium of Music – reflections on the 'establishing' years by an Insider Amanda Wojtowicz**

The audition day for the first intake of the Tasmanian School of Music took place in the summer of 1993 and I remember what I was wearing. I don't recall with any accuracy the experience but I do remember Rex Hobcroft. He seemed genuinely interested in my teaching aspirations.

I was auditioning because as a young Junior Teacher at Warrane Primary School, Wilfred King, the Supervisor of Music in the Education Department had asked me if I'd like to be a Primary School music teacher. I wanted to teach, and that seemed like a perfect opportunity. Before 1964 students who wanted to train in music had to leave the State for the mainland. Rex Hobcroft had begun persuading the authorities to support a music school almost from his arrival in 1961 as Senior Lecturer in Music, and had no argument from the music community. In 1963 Bernard Mitchell, Superintendent of High Schools, offered him the possibility of housing a music school in the music block of the Hobart High School which was about to become the first Australian Matriculation College, and he agreed immediately. The University agreed to his appointment as Honorary Director of the new school.

His vision was inspired and wise. With the backing of Bernard Mitchell and funded by the Education Department, he introduced an Australian first – a course with concurrent music and education subjects making it possible to graduate as fully accredited classroom teachers of music.

That first program was fantastic and very, full including drama and languages, as well as recorder and small ensemble work, singing and two instruments. We also studied classroom method, French, German and Italian and drama. We had an idyllic time – a hysterical experience in the play *The One Way Pendulum* by N F Simpson in a drama festival at the Playhouse with Graham Brinckman teaching weighing machines' the *Messiah* – and, most spectacular of all, a production of *Tom Sawyer the Musical* with Waimea Heights Primary School! 'What will you give me if I let you help me paint the fence – a dead rat and a string to swing it with....' We built sets, made costumes, stage managed and ran the whole thing in the Theatre Royal! The course was a kaleidoscope of experiences and innovation in the training of school music teachers which reverberates still, although sadly a music education course is no longer offered at the Conservatorium.

The School of Music was renamed the Tasmanian Conservatorium in 1965, and took in performance students for the first time. The butterfly shaped Arts Building on the Sandy Bay campus was constructed in time for this second year and the developing status and influence of the Con. There were offices and teaching rooms downstairs, and we used the Lecture Theatre for the range of other activities – Music and Movement, Opera workshops, History, Harmony and Form lectures and regular concerts.

In 1966 Rex brought Jan and Beryl Sedivka and Sela Trau to Hobart from Queensland, and with that introduced the whole legacy of European music and a string based program which was to bring the Con into national and international prominence. We heard and studied the repertoire for strings – chamber ensembles, concertos and string orchestra. Jan introduced string class in the 'master class' tradition and we suffered, and triumphed (rarely), through excruciating and exhilarating classes.

Who can forget the Tuesday Lunchtime Concerts in the Auditorium, and later the Stanley Burbury Theatre with Jan conducting the University Chamber Orchestra; or the little Goebbels harpsichord and the twin Bosendorfer grand pianos? Rex Hobcroft and Jan Sedivka brought the whole world of music to Tasmania.

In Rex's own words, 'Within a few years, the Tasmanian Con had more than proved its value to the State. In addition, it had established an enviable reputation nationally for the quality of its staff, courses, innovations and activities.'

One of Jan's lasting and very influential strategies was to host visiting musicians at his home in Kingston and to invite students to the parties alongside other University staff. It was never them and us, and these occasions were memorable for the story telling, sometimes the music making and the absolute immersion of students and staff in the currents of the profession. We were not distant from the rest of the world – we were swimming in it.



Dr Andrew Legg, himself an alumnus and currently the Director of the Tasmanian Conservatorium of Music, spoke at the recent 50<sup>th</sup> Anniversary celebrations of the tradition of the Conservatorium, and of ‘standing alongside the students’ and not trying to ‘pull them up’ from above.

Rex Hobcroft and Jan Sedivka, legendary musicians, teachers and visionaries, developed a musical environment in Tasmania second to none in the country. Both advocated for and championed contemporary music – Rex presented two landmark seminars on Australian contemporary music in Hobart, and I think this was the first time I really understood there were living composers! Jan introduced audiences and students to the British repertoire as well as Australian work alongside the great canon, and through the Petra String Quartet in particular cemented the Con as a champion of Australian music.

Rex Hobcroft and Dr John Brodie (Engineering) personally backed chamber musicians like the Deller Consort, and then through Friends of Music continued to sponsor international artists – the Borodin Quartet is a good example. They provided many, many opportunities to live in the world of music.

The Asian connection was not neglected but flourished. Following Gough Whitlam’s reopening of the Australian Embassy in Peking in 1973, cultural ties were re-established and in 1979 a group of Australian musicians was invited to China to lecture and teach. Cellist John Paynter and violinist Ernest Llewellyn preceded John Curro and Jan Sedivka on the trip. They worked together at the Beijing Conservatory before Curro and Sedivka went on to Shanghai Conservatory, where Sedivka established enduring relationships, in particular with a staff piano quintet. ‘He was impressed by the talent, optimism, capacity for hard work and genuine friendliness of those he encountered.’

In 1981 the quintet from Shanghai was invited to the Tasmanian Conservatorium as a resident ensemble – to study, perform and observe. The members of the quintet were warmly received and became very popular, Beryl Sedivka and Jan looking after them with their extraordinary hospitality. Pianist Ling En-Pei returned in 1982 and secured an Australia Council Scholarship for twelve months study with Beryl Sedivka. She had left behind her husband, ‘cellist Quin Quin-Yu and son Li Wei. She worked very hard to reunite the family and was successful in the late 80’s. Li Wei studied ‘cello here in Hobart, and after completing studies in Melbourne has become a successful international player.

1988 was the sixtieth anniversary of the Shanghai Conservatory and Sedivka returned to receive his title of Honorary Professor, one of only two. In 1993 Professor Ding Zhi-nuo, Deputy Director in Shanghai at the first visit, invited Jan to direct China’s first International String Summer Camp on the island of Gulangyu in Fujian Province (the ‘Piano Island’), and he and Beryl travelled there together. Two hundred students from Shanghai and other provinces attended the ten day camp.

Jan's special legacy in Shanghai remains, and in the great tradition of the University of Tasmania and its relationship with China, he played a very important role – the Chinese students who came to study here were part of the family, so the links remain strongly embedded to this day. Some of his former Chinese students are members of orchestras in Australia, the USA and China.

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*About the author:* Amanda Wojtowicz, Dip Sch Mus 1966 (Tasmania Conservatorium, B Ed 1984 (Tasmania); Special Certificate in Music Education, 1988, (York), GAICD, is a retired music educator and administrator. She taught music in several states, was Senior Lecturer in Music Education at the University of Tasmania; Dean of the Tasmanian Conservatorium; Associate Executive Dean of the School of Visual and Performing Arts at the University of Tasmania; Deputy Director of Public Affairs, ANU; Director of Public Relations and University Extension and subsequently Director of Events and Protocol (Tasmania), Chair of the Tasmanian Wood Design Collection and a member of several Boards.

### **The Burbury Organ    *Rodney Thomson***

Around 1990 or 1991, as the University began preparing for its centenary, the Professor of Music David Cubbin had an idea, 'out of the blue'. Why shouldn't the University commission a new pipe organ, to be sited in the Burbury Theatre? The instrument could be used for graduation and other ceremonies, as well as public concerts, either solo or in combination with other instruments, and for teaching at the Conservatorium of Music. The only other public space in Hobart housing a concert (as distinct from a church) organ was (and is) the Town Hall. The idea took off, a project committee was set up, and the search began for a suitable builder. Organs are not like pianos; no two are alike and each instrument has to be created taking into account the site and its acoustics, its intended use, the repertoire most likely to be played on it and, not least, its physical appearance. The complexities are such that it is easy even for an experienced and reputable organ-builder to get an instrument 'wrong'. This was particularly true in the case of the University Centre with its dry acoustics, and the variable size of its auditorium: should the organ be designed for the Burbury alone, or for Burbury + Theatres 2-4?

We began the search by asking a single individual to quote: Ron Sharpe, Australia's most notable organ builder, responsible above all for the famous instrument in the Sydney Opera House. Ron was known to be a quirky genius and we knew we were taking a risk. Alas, it soon became apparent that we were unlikely to get an instrument from Ron within the required time-frame, if at all. We began again, this time inviting quotes from a number of builders with established international reputations. It soon became apparent that the builders from Europe were much more expensive than any of the locals. And so we settled on the one remaining Australian builder with an excellent reputation - in fact a European anyhow, Knud Smenge, a Dane trained in his home country, who had moved to Melbourne a few years earlier. Knud built in a neo-Baroque style, that is, in both mechanical and tonal terms he created organs resembling those from the time of Bach. He was briefed, nonetheless, to build for us an instrument that would be sufficiently flexible to handle a wide range of styles,

including those of the romantic and modern era. All this within the limitations of size, because it was immediately apparent - because of costs and the size of the location - that this was not going to be a large organ, hence not capable of playing absolutely *anything*.

The organ was installed about a month before the scheduled opening recital. I remember that the cost of bringing the disassembled organ across Bass Strait was \$11,500; I remember the huge size of the container in which it was delivered to the University Centre; and I remember the heart-stopping moment when some of its components were found to be too large to get through any of the internal entrances to the Burbury. Some neat saw-cuts solved the problem. There was another less than happy moment a little later, when the members of a string quartet managed to step on, and thus squash, some of the metal pipes being stored in a small room off the Burbury, prior to installation.

But all went well at the opening, the instrument looking splendid in its case of Tasmanian Oak and Blackwood (matching the theatre's panelling), with display-pipes of polished tin. The concert was given by myself, together with a brass band from the TSO. Knud Smenge himself took a bow.

*About the author:* Emeritus Professor Rodney M Thomson, MA (Melb 1969), PhD (Sydney 1974), LittD (Melbourne 1993), LMus (Licentiate in Music 1965), was a member of the project committee that commissioned the Burbury organ and the principal liaison with the organ builder. On its completion he was for ten years University Organist and gave or arranged lunchtime recitals. He has been a member of the University staff since 1975, when he was appointed Lecturer in Medieval History. In 1992 he was appointed to a Personal Chair in Medieval History. Since 1998 he has served the University in an honorary capacity as an active researcher. He is the organist of St David's Cathedral Hobart.

### **Leigh Hobba Sails on from the University of Tasmania    *Tahlia Hart***

Teaching didgeridoo to troubled Aboriginal students, to exhibiting at the prestigious Paris Biennale, University of Tasmania Electronic media lecturer Leigh Hobba had a rich and enriching career as teacher and artist.

Three years ago I remember a video was played at my first lecture at the Tasmanian College for the Arts. It was called 'Why be an Artist'. The bleakly amusing film, narrated by Noel Sheridan, stresses that one becomes an artist because there is no other choice; the artist is driven to create. I didn't know it at the time, but the film was videoed, edited and produced by Leigh. As a student of Leigh's in 2012 and 2014, I have come to see that the message communicated in 'Why be an Artist' perfectly sums up his philosophy towards art and life.

Leigh graduated with honours from the Elder Conservatorium at the University of Adelaide in 1975, majoring in woodwind and musical education. He then began working with experimental sound, video, performance and installation art in the late 1970s and was heavily

involved with the experimental art foundation in Adelaide.

While focusing on his art practice, Leigh also had various positions related to education. 'It was a good backup. I was always using teaching really to support my habit, which was art.' One particular job that Leigh appears to hold close to his heart was his time as a director at the Centre for Aboriginal Studies in Music in Adelaide, which was concerned with bringing young urban musicians into contact with tribal musicians.

One of the students Leigh taught was a 16-year-old Aboriginal boy named Bart Willoughby, who had been in 'all sorts of trouble'. Leigh took him under his wing, even teaching him 'how to play the didgeridoo, crazily enough'. He is now a successful Aboriginal reggae musician.

Bart contacted Leigh recently; 'He wanted some photos that I had from those times, because I was always documenting, always taking photos. And he wanted them for this tour that he's on at the moment. I just googled him to see what he was up to. There was this image of him playing a four panel organ in the Melbourne Town Hall, and he writes his own Aboriginal reggae stuff, and he was playing reggae on this huge organ and I just thought, the fact that he contacted me after all these years...' Leigh's face flooded with admiration as he told me, 'there was this young kid and now he's in the stratosphere'.

In 1980 Leigh was selected as Australia's representative at the prestigious Biennale of Paris, Museum of Modern Art. After spending some time in Europe he returned to Australia and looked to settle out of his hometown of Adelaide and re-establish his art practice. He got a call inviting him to Tasmania's Artisan residence at the Art School for 6 months, where he worked on a number of major projects, staying another year or so. Leigh then returned to Europe a couple of times, deciding in the middle of an icy European winter 'that all I wanted to do was come back and go for a walk in the Tasmanian bush'.

Leigh set up the video department at the Tasmanian College for the Arts in 1983, later evolving into Electronic Media. 'One thing I'm proud of is being able to sustain Electronic Media as a discipline in the school over all those years under all kinds of threats... I actually felt a bit of responsibility not just to the school, but almost to Hobart –to the community –to fight for it and keep it alive'.

After 31 years, in 2014 Leigh's career at the University of Tasmania came to an end. 'I suddenly feel like I'm into my future... it's not next year or the year after, and if I'm going to live it I've got to live it now and that's what I'm really quite excited about.'

Bill Hart, Leigh's former student and electronic media department colleague, says Leigh will be missed. 'Over the years Leigh has made some pretty thoughtful pieces. Some of them are hard to access, so the retrospective at the Tasmanian Museum and Art Gallery (TMAG) I found was great because you actually got to see them...', Mr Hart said. 'The last piece he had at TMAG about his trip to American Samoa; he did a couple of talks about it where he narrated it, as kind of a lecture performance was fantastic, a fantastic piece of work.'

Leigh is currently working on a performance piece with a dance colleague, and is also eager to start some works he's had on the backburner. Leigh plans to go sailing to Lord Howe Island, as well as develop a project for the 2016 Pacific Arts Festival, to be held in Guam.

Leigh concluded: 'I guess one of the questions I ask myself now is how can I keep making a positive contribution to culture and to civilisation. Teaching is doing that. That's what teaching is to me. I just don't want to go out and sit in the studio and kind of internalise it. I want to work with projects that actually make a positive impact back somewhere and so that's pretty much embedded in this project that I'm starting to think about towards Guam in 2016.'

*About the author:* Tahlia Hart interviewed Leigh Hobba and completed this story while she was studying Journalism at the University of Tasmania. Photos supplied to Tahlia by Leigh Hart.

### **A Short History of Old Nick Company    *Craig Wellington***

Prior to World War 2 there had been occasional student Revues produced by the University Student Representative Council. It was in 1948 that 'The Uni Revue' as it is still known today and *The Old Nick Company* had their combined advent.

*Old Nick* was created in unison with the first of its Uni Revues, *Smokin' Hot*, in 1948, in an attempt to harness the student exuberance which had seen the annual Commemoration Days of several previous years degenerate into public chaos. The Student Representative Council (SRC) had previously approached the Professorial Board with a request to stage a revue but had been denied, but the Board relented after 'Commem parades' associated with the annual degree presentation ceremonies brought public condemnation because of student behaviour. Many participants were in fact de-registered Army Corp.

To demonstrate that a student revue would be tasteful and would not cause further public outrage, a professional director and producer, Keith Jarvis, was approached to take on the task. Keith directed the first twelve Revues before students took on the production side of the Company as well as the committee and performing duties. The name, *Old Nick Company*, satirised the highly memorable Australian tour by the *Old Vic Company* starring Laurence Olivier and Vivienne Leigh, with luminaries such as Peter Cushing in the ensemble. The devil was adopted as the logo.

While the company was originally based on campus, with limited and primitive office and wardrobe facilities, it has grown to the point that it now operates out of an extensive wardrobe/workshop/rehearsal/administration facility in North Hobart, which is also used by other companies for set-building, rehearsal and wardrobe purposes. The earliest revues were staged at either the Playhouse or the Theatre Royal for two or three-night seasons; these days a revue has a 14-night season at the Theatre Royal followed by a four-night season at Launceston's Princess Theatre.

Annual activities originally involved a revue, several lunchtime play readings at Uni, and an entry in the national Festival of University Drama. Since then the company has grown to stage up to six major productions a year, in venues throughout Hobart and at festivals throughout the State. In some cases these productions have been Tasmanian or world premieres. New works by Tasmanian and Australian writers have regularly been presented, along with everything from Shakespeare to Panto to musicals.

Highlights over the years will vary according to an individual member's perception, but certainly the golden anniversary dinner in 1998 and the 2008 diamond anniversary dinner were wonderful occasions which brought lots of old friends together. Several members of the original 1948 revue – Smokin' Hot – attended the company's diamond anniversary dinner on July 5, 2008 – Barbara Hamilton, Betty Rockliff, Vona Beiers, Bob O'Connor and Bill Howroyd. It is highly unlikely that those students who first donned drag and kicked up their heels in 1948 could have imagined that they were part of what would become a Tasmanian institution. The Uni Revue is infamous – but it is also the financial backbone of the Company which enables other theatre to be produced. A conservatively estimated 600,000 people have sat in audiences to see Old Nick shows since 1948 and there are many, many thousands who have been a part of the Company at some stage in their lives.

*Togatus*, 1948:

If 1948 has no other claim to fame at least it will be remembered as the year of the University Revue. Before the war this Revue was an annual University student function, which was always much appreciated by the public of Hobart. However, since the production of 'The Seven Ages of Man' in 1941, there has been a lapse of 'Revue-less' years. Your SRC has taken the new step of engaging a professional producer to stage this year's Revue, and has been fortunate in securing the services of Mr Keith Jarvis, who has had many years' experience in this type of work. Mr Jarvis and the Revue committee have been working together since October, and we have got together a Revue which will be the best that has ever been produced by the Tasmanian University Union.

Bill Howroyd, 1948 Cast Member:

Old Nick derived its original energy from the frustrations and the newly found joys of the ex-service men who formed the focus, the drive, the stories and the ditties from which it all arose.

Bob O'Connor, 1948 Cast Member:

It wasn't the sort of thing mothers wanted their daughters to take part in those days – so someone had to wear the heels and do the dancing

Gwenda Webb, 1948 Cast Member:

We were all little devils. The central character was Old Nick.

Chick Chen, 1948 Cast Member:

The curtain went up in pitch darkness and I'm down front... in my cat suit and horns ... and the stage hands let off flash powder... overdid the damn flash powder... it singed my eyebrows.

*About the story:* This story was prepared by Craig Wellington, Life Member of the *Old Nick Company Inc* on behalf of the *Old Nick* Committee, many of whom are University of Tasmania graduates. The Company membership continues to represent a large cross section of current and past University students.

## The University Globally

### The University of Tasmania and the Royal Society of London *David H Green*

'The Royal Society of London for Improving Natural Knowledge', usually abbreviated to 'The Royal Society', was founded in 1660 at Gresham College when, after a lecture by Christopher Wren, 12 men decided to meet weekly to discuss science and view experiments. Royal Charter (Charles II) was granted and The Royal Society was formally established under Royal Patronage. The oldest continuously published scientific journal (Philosophical Transactions of The Royal Society) was first published in 1665. After reforms of election and large changes to the role of science in society, election as a Fellow of The Royal Society has become the highest accolade or peer recognition for scientists in the UK or Commonwealth of Nations, apart from the award of a Nobel Prize. Bodies such as the Australian Academy of Science and Royal Society of New Zealand are modelled on The Royal Society of London. By the 18th Century, The Royal Society had become closely linked with British exploration and scientists attached to voyages of exploration are prominent among FRS of the late 18th and 19th centuries. Notable links to Tasmania include Joseph Banks, who became president of The Royal Society from 1778 to 1820; Charles Darwin (1836); father and son William J Hooker and Joseph D Hooker. Joseph D Hooker (President 1873-7) visited Tasmania 1840-41 and his publications include an article in Vol 1, No 1 of *The Tasmanian Journal of Natural Sciences* in 1841 [renamed the *Proceedings of the Royal Society of Van Diemen's Land (Tasmania)* after this was founded in 1843, the first Royal Society outside the UK]. Hooker dedicated his first major publication *Flora Tasmaniae* to Ronald Campbell Gunn (1808-1881) and William Archer, self-taught botanists living in Tasmania. Gunn was elected FRS in 1854, the first Tasmanian resident elected on the basis of scientific research in Tasmania (his statue is in City Park, Launceston but curiously his name and signature are not



recorded in the *Royal Society Charter Book* as he did not visit London after his election!). Links between the Tasmanian community and Britain are illustrated by these examples. The leadership in establishing public education, including the Mechanics Institute and the establishment and continuity of the Royal Society of Tasmania, the Tasmanian Museum in Hobart and the Queen Victoria Museum in Launceston are part of the background to the founding of the University of Tasmania in 1890.

Since its foundation, three graduates of the University of Tasmania have been elected as Fellows of The Royal Society of London. The first was Frank Philip Bowden (1903-68), elected as FRS in 1948. He graduated BSc(1925), MSc(1927) in physics and in 1926 was awarded a scholarship of the 'Royal Commission for the Exhibition of 1851' to undertake PhD studies in the UK (up to 10 of these scholarships were competitively allocated to British Empire (Commonwealth) science students and usually 1 or 2 were awarded to Australians). Bowden took up his studies in Cambridge and received the PhD in 1929. He remained in Cambridge throughout his career except from 1939-46 which he spent at CSIRO in Melbourne on defence-related research. His research was focussed on physics of surfaces and surface properties. He was primarily an experimentalist, bridging between pure and applied science.

In 1963, H Newton Barber FAA, (1914-1971), Professor of Botany at the University of Tasmania, was elected as FRS in recognition of his research at the University of Tasmania. He had established the Department of Botany with a strong experimental base and conducted breakthrough research in genetics and plant physiology. He left Tasmania in 1964 to found a new Botany Department at the University of NSW. His undergraduate and PhD degrees were at the University of Cambridge, UK. His citation for election to The Royal Society included a comment on the University of Tasmania at that time (most of the Science Faculty being in wooden huts on the lower part of the Sandy Bay site) '---the most primitive surroundings, sheltered the most adventurous activities.' As well as his dedication, ingenuity, and scientific originality in founding the Department of Botany, including its glasshouses, he was Chairman of Professorial Board and of University Staff Association in the years of the Royal Commission and of the early part of the Orr case. Professor Barber was the first Tasmanian resident since Ronald Campbell Gunn (1854) to be elected as FRS.

The remaining two University of Tasmania graduates were both undergraduates in 1953-7, i.e. also during the aftermath of the Royal Commission and at the beginning of the Orr case. Both were educated at Hobart High School and were 1-year apart at there and university. Barry Edward Johnson (1937-2002) was elected FRS in 1978 for pure mathematics research in which he made major contributions to the theory of Banach Algebras. Born in London, Barry Johnson returned to UK in 1958 after completing his BSc (Hons 1) degree in Tasmania. He was awarded a research scholarship at Caius College, Cambridge and completed his PhD in 1961. After post-doctoral positions in UK and USA, he was appointed as a lecturer at University of Newcastle-upon-Tyne, becoming professor in 1969 and remaining until retirement due to ill-health. David Headley Green (1936--) FAA was elected FRS in 1991 for research on the origin of magmas and nature of Earth and Moon interiors, using both natural rocks and experimental studies at high pressure and temperature, simulating deep earth conditions. David H Green was born in Launceston, educated at Burnie (1948) and Hobart High Schools (1949-52) and at the University of Tasmania (1953-6). He

worked for the Australian Bureau of Mineral Resources in north Queensland and Papua-New Guinea (1957-9) and like F P Bowden, was awarded a scholarship of the Royal Commission for the Exhibition of 1851 for PhD study at University of Cambridge (1959-62). He began experimental studies at ANU (1962-76), transferring a high pressure laboratory to the University of Tasmania on appointment as Professor of Geology (1977-1994). The election as FRS recognized research done at both ANU and the University of Tasmania. He returned to ANU (1994-2008) and again to the University of Tasmania in 2008.

Although only a very small example of the diversity of the University of Tasmania teaching and research over 125 years, the election of alumni and academic staff of the University of Tasmania as Fellows of The Royal Society of London demonstrates the standard to which the University aspires and has attained. It suggests that the ‘troubles’ of the university in the late 1950’s did not outweigh academic performance at the time! Curiously, all four examples obtained their PhD awards at Cambridge University, although University of Tasmania has sent excellent graduates as Rhodes Scholars to Oxford University– and traditional rivals, Oxford and Cambridge, have equally high FRS numbers. Clearly no conclusions can be drawn but hopefully University of Tasmania graduates and staff will continue to be represented among the signatories to the Charter Book of the Royal Society of London.

*About the author:* Emeritus Professor David H Green, AM, FAA, FRS, For Mem Russian Acad Sci, BSc(Hons) (1956) MSc (1960) DSc (1988) DLitt(Hon) (1994) (Tasmania), PhD (1962) Cambridge, was Professor of Geology at the University of Tasmania from 1977 to 1994 and Director of the Research School of Earth Sciences at the Australian National University from 1994 to 2002. He served as Chairman of Research Committee, CSL Committee and Professorial Board at times in the period 1980 to 1993. Professor Green said, ‘As the story of 125 years for the University of Tasmania includes benchmarking internationally, it seemed appropriate to record the University alumni and staff who had been elected as Fellows of the Royal Society of London – and it is surprising to note the clustering around the ‘troubled years’ of the Royal Commission and the Orr case.’

### **The Red Cross Oration – Dialogue Concerning Issues of Human Significance *Amanda Wojtowicz***

The Red Cross Oration springs from a collaboration between the University of Tasmania and Australian Red Cross. The meeting between Ann Hughes and Ian Burke (Red Cross Australia, Tasmania) and Amanda Wojtowicz (Director of Public Relations & University Extension at the University of Tasmania) that began the Oration took place on a slightly windy, summer day in 2006 at a restaurant on the waterfront in Hobart shortly after Ian Burke’s arrival in Hobart as Executive Director of Red Cross here. Ian had inaugurated and managed an annual oration in Albury for La Trobe University and believed that we could do something similar here in Hobart.

The University of Tasmania provides leadership in the community and contributes to the cultural, economic and social development of Tasmania. Australian Red Cross has a mission to improve the lives of vulnerable people in Australia and internationally by mobilising the power of humanity. The collaboration between the University of Tasmania and the Red Cross seemed a natural one, and that first meeting set up a small advisory group to help in crafting a series that would be nationally significant.

The purpose of the oration is to contribute to the advancement of public understanding and interdisciplinary dialogue concerning issues of human significance in the contemporary

world. Speakers are internationally renowned and while they can be from any discipline the focus of each Oration is on an important contemporary issue that has a distinctly human meaning and importance. It may be related for instance to some aspect of human distress or suffering, human dignity or respect, or human understanding and engagement.

Professors Jeff Malpas (Philosophy) and Don Chalmers (Law) were enlisted to the advisory group, the guiding principles for the Oration were established and the first Oration was delivered in the Stanley Burbury Theatre in 2007 by Professor Henk Ten Have, UNESCO Director of the Division of Ethics of Science and Technology. An internationally significant inaugural speaker, Professor Ten Have focussed on the issues of globalisation of healthcare and medical research in his presentation 'The Challenge of Bioethics in a Globalised World'. Many developing countries lack the bioethical infrastructure of developed countries and the UNESCO Program was contributing to broadening the scope of the ethical considerations around healthcare and research.

Our second in 2008 was delivered in the Hobart Town Hall to a capacity audience by Justice Michael Kirby AC, CMG, of the High Court of Australia on 'The growing impact of international law on Australian constitutional values'.

Following the devastating fires at Mt Stromlo in Canberra, Professor Penny Sackett, Chief Scientist of Australia, gave her address 'Our Future Climate - Living with fires now and into the future: Understanding the Science of Fires & Celebrating the Spirit of Renewal and Recovery' at the Australian National University in 2009, in conjunction with the University of Tasmania, demonstrating the national reach of the Oration program.

In 2010, two young Australians, Hugh Evans, International CEO and Simon Moss the International General Manager of the Global Poverty Project, presented to an extremely enthusiastic and generally younger audience '1.4 Billion Reasons To End Extreme Poverty'.

Yves Daccord, Director General ICRC delivered what was a keynote address to the National Conference of Red Cross, 'Conflict and Violence in a Changing World: the Challenges for Humanitarian Response' for our 2011 Oration, in the Federation Concert Hall – necessary to accommodate the very large audience.

'Diversity in Australia Today', the theme for 2012, was presented in a conversational format with Dr Helen Durham, and broadcaster, academic and author, Waleed Ali.

The 2013 Oration 'A Nuclear Weapons Free World - A Perfect Vision with a Deadline' was delivered by Dr Tadatoshi Akiba, distinguished academic, author and former Mayor of

Hiroshima in Hobart at the General Assembly of Red Cross and Red Crescent Societies, Sydney jointly hosted by the University of Tasmania.

In 2014, the centenary of Australian Red Cross, 'A Century of War and Peace: Australian Red Cross and the Development of International Humanitarian Law', was presented by Tasmanian, Professor Tim McCormack, Professor of Law at the University of Melbourne Law School and Adjunct Professor at the University of Tasmania, and among many other internationally significant roles the Special Adviser on IHL to the Prosecutor of the International Criminal Court in The Hague and the Expert Adviser on the Law of Armed Conflict to the ADF Director of Military Prosecutions in Canberra.

Australian Red Cross was established 100 years ago in the frenzied days following the outbreak of World War I. Although branching out into a range of important peace-time humanitarian initiatives, the organisation continues to have a unique focus on the legal regulation of the conduct of war to this day. The eight Red Cross Orations held so far fulfil very directly the important elements of the original proposal for the Tasmanian Division of Red Cross to raise awareness of and to provide public access to information and educational opportunities on humanitarian values, to inform and to challenge Government and community understanding of the nature, extent and impact of vulnerability in Australia and to address the disturbing levels of intolerance, discrimination and violence in the community.

The University has been a willing partner in these objectives, and an active contributor to the program. The future for the Red Cross Oration is assured as we continue to face many of the challenges for which the organisation was established and to seek to understand the complexity of the human condition.

*About the author:* Amanda Wojtowicz, Dip Sch Mus 1966 (Tasmania Conservatorium), B Ed 1984 (Tasmania); Special Certificate in Music Education, 1988, (York), GAICD. Amanda is a retired music educator and administrator. She taught music in several states, was Senior Lecturer in Music Education at the University of Tasmania; Dean of the Tasmanian Conservatorium; Associate Executive Dean of the School of Visual and Performing Arts at the University of Tasmania; Deputy Director of Public Affairs, ANU; Director of Public Relations and University Extension and subsequently Director of Events and Protocol (Tasmania), Chair of the Tasmanian Wood Design Collection and a member of several Boards.

### **The University of Tasmania and a Chinese National Living Treasure    *Guy Green***

Professor Jao Tsung-i is one of China's most outstanding living scholars in the humanities and is formally recognized as a National Living Treasure.

He was born in August 1917 in what is now Chaozhou City in Guangdong Province and since 1949 has lived in Hong Kong.

Professor Jao is a sinologist who has made extensive contributions to knowledge across a range of disciplines including ancient Chinese philology, the study of bronze and stone inscriptions, musicology, fine arts, classical literature and religion. He is particularly recognised for his studies of the history and geography of north-west China and studies of oracle bones and bronzes of the Yin dynasty (c1600-1066 BCE). His studies of the art of the Dunhuang Caves are considered to be the most important body of scholarship in the field.

He has written over eighty specialist books and some five hundred other publications in these fields.

From a western perspective, Professor Jao's career is made the more remarkable by the fact that as well being a scholar and teacher he is also a writer, poet, master painter and calligrapher. His artistic works have been exhibited in cities all over Asia and are included in the collections of many galleries and museums. He is only one of four living artists ever to have been afforded the honour of having an exhibition of his works displayed at the Palace Museum in Beijing. Earlier this year (2015) the National Museum of China in Beijing honored him by presenting an exhibition of his work to celebrate (slightly in anticipation) his 100<sup>th</sup> birthday. The exhibition is now on a tour of major cities around China which will conclude in Hong Kong at the end of the year.

Professor Jao's calligraphy is greatly admired and is displayed in many different contexts. A famous landmark on Lantau Island is a monumental calligraphic installation created by him comprising 38 gigantic wooden poles upon which are carved texts known as the Heart Sutra revered by Confucians, Buddhists and Taoists.

Professor Jao's artistic works have been published in at least twenty four large format volumes.

Although he never set out to be a professional artist Professor Jao's calligraphy and paintings command high prices at auctions conducted by Christie's and others. In 2011 I was present at a charity auction of his works in Hong Kong at which all the items were sold for two to five times the reserve and one set of four pictures and two panels of calligraphy were sold for \$HK18m or about \$A3m at that time.

Professor Jao's life and work epitomise a traditional Chinese concept of the scholar/artist who transcends traditional discipline categories and in whom the attributes of a scholar, teacher and practising artist are unified. The essence of the concept is captured by the fact that the Chinese word for scholar/artist is a single Chinese character not a combination of characters.

Professor Jao's contributions to scholarship and the arts have been recognized by the offices he has held and numerous honors and awards.

Professor Jao holds or has held a number of academic posts including fellow of the China Central Research Institute of Culture and History, the International Eurasian Academy of Sciences and the Institute of History and Philology of the *Academia Sinica* in Taipei, foundation professor in Chinese at the University of Singapore, professor of Chinese at the Chinese University of Hong Kong, visiting professor at the Graduate School of Yale University and a number of other research and teaching positions in India, Korea, the United Kingdom and France.

Perhaps the most significant recognition of the standing of Professor Jao was the establishment in 2003 by the University of Hong Kong of an institute known as the Jao Tsung-I Petite Ecole which is dedicated to Chinese cultural and heritage studies focussing on Professor Jao's own work and fields of study - a rare distinction for any scholar made even more special by it being established in his lifetime.

In 2009 the Chinese University of Hong Kong honored Professor Jao by commissioning a bronze bust of him which is one of two which stand at the entrance to the University's library. The other bust is of the Italian epic poet Dante Alighieri. Professor Jao told me with a smile that he was rather pleased that he could now look forward to centuries of conversations with Dante.

Professor Jao has also been the recipient of a formidable list of awards and honorary degrees from other institutions and universities. Amongst them are several from French institutions including an honorary degree of Doctor of Letters awarded by the prestigious Ecole Pratique des Hautes Etudes – the first awarded in the humanities in the institution's 125 year history and the first awarded by it in any discipline to a Chinese scholar. He has also been awarded honorary degrees or appointments by five Hong Kong Universities, nine Chinese mainland universities, the University of Macau and Soka University Japan. In 2014 he was appointed as the inaugural University Laureate of the University of Hong Kong.

Professor Jao's connection with Tasmania was established in 2008 when, through an introduction by Professor Wong Shiu Hon, also a Chinese scholar/artist and now a resident of Tasmania, the Tasmanian Museum and Art Gallery (TMAG) commenced discussions with Professor Jao and the Petite Ecole with a view to holding an exhibition of his works in Tasmania. It was a tribute to TMAG and Tasmania's reputation as a strong cultural centre that although similar requests from other places outside China had been refused, agreement between TMAG and Professor Jao and the Institute was reached and the first exhibition of his works ever to have been held outside Asia was held in Hobart in 2009. Although well into his nineties Professor Jao travelled to Tasmania for the event as did a large group of admirers from Hong Kong, Sydney and elsewhere outside Tasmania. That exhibition left an enduring legacy. Professor Jao donated two fine pictures to TMAG, the exhibition introduced thousands of TMAG visitors to classical Chinese art and calligraphy and a network of fruitful cultural relationships between Tasmania, Hong Kong and mainland China was established.

Given the special relationship between Tasmania and Professor Jao which that exhibition created and given the increasingly strong links it has with China, the University of Tasmania resolved to confer upon Professor Jao the Honorary Degree of Doctor of Letters. Given his age it was thought that the degree should be conferred in Hong Kong rather than Tasmania and the University of Hong Kong generously offered to host the ceremony. The degree was conferred on 23 May 2011 in the University's Wang Gungwu Theatre.



*Professor Jao receiving the Honorary Degree of Doctor of Letters from the University of Tasmania in a ceremony held at the University of Hong Kong, 2011. Left to right: Sir Guy Green, Professor Jao Tsung-i, Chancellor Mr Damien Bugg, Vice-Chancellor Professor Peter Rathjen. (Photo courtesy of China News Tasmania).*

Without detracting at all from the significance of a degree from the University of Tasmania one might think that there was a risk that amongst the multitude of other degrees, awards and distinctions Professor Jao had received, the conferral of a degree upon him by the University of Tasmania might not have attracted a great deal of attention. But in fact the opposite turned out to be the case.

The conferral of the degree was marked by a sumptuous banquet with some 130 guests given at the Hong Kong Jockey club by the Jao Tsung-I Petite Ecole Fan Club an organization of patrons whose members include high level government officials, senior academics and some of the most substantial families and businesses in Hong Kong.

Even more noteworthy was the media coverage. With pictures and excerpts from the speeches given at the ceremony and headlines such as *Chinese Scholar wins Honorary Doctor of Letters from Australian University of Tasmania* or *The Great Scholar Jao Tsung-I Has Built up a Relationship with the University of Tasmania*, the story was given extensive publicity in Hong Kong and on mainland China through news agencies, on television, online and in the print media. The media outlets which reported the story included China Central Television, the Hong Kong China News Agency, *Xinhuanet* - a prominent news website run by the Xinhua News Agency which is the most influential in China - and newspapers including the *Hong Kong Commercial Daily*, *Ta Kung Pao* and *Wen Wei Po* which have wide



circulation in both Hong Kong and mainland China. It also reached the Chinese diaspora in Tasmania through the journal *Chinese News Tasmania*.

The story of Jao Tsung-I tells us three things.

Despite the great changes which are taking place in Chinese society today in virtually all fields including the arts, the traditional Chinese concept of the scholar/artist as epitomized by Professor Jao is still recognized and still commands a great deal of respect in China.

Professor Jao's life and work show how art and scholarship can transcend national boundaries and political differences between countries.

A degree from the University of Tasmania is highly regarded in Hong Kong and mainland China.

*About the author:* The Honourable Sir Guy Green, 1960 LLB (Hons) (Tasmania), AC KBE CVO, was a legal practitioner, Chief Justice of Tasmania, Governor of Tasmania, holder of other offices including Chairman Trustees Tasmanian Museum and Art Gallery, National Chairman Menzies Foundation and Honorary Antarctic Ambassador for Tasmania. He is a graduate and former Chancellor of the University of Tasmania and holder of other offices within the University.

## Foreign Affairs

### University of Tasmania Diplomats *Michael Bennett*

Australia punches above its weight on the world stage. It was not until the 1940s, however, that the Commonwealth of Australia began to build a strong, independent tradition of international diplomacy.

Since this time University of Tasmania graduates have played important roles in Australian diplomatic history, most notably in two epochal moments, the creation of the UN and the broad framework of UN conventions in the late 1940s and in the recognition of the People's Republic of China in the 1970s.

A founding father of Australian diplomacy was Ralph Lindsay Harry (1917-1994). Though born in Geelong in 1917, he grew up in Tasmania and identified himself as Tasmanian. Educated at Launceston Grammar School, he graduated with first class honours in law at the University of Tasmania in 1938. He went on to Oxford as a Rhodes Scholar in 1939.

He was attending a congress of the World Christian Youth Movement in The Hague on the day that World War II broke out. In a letter home, he described himself as standing in the Hall of Justice of the Palace of Peace, established at the end of World War I and thinking that he 'for one, would not lose faith in the ultimate triumph of peace and justice for which the Palace of Peace has been, and shall again be, in the centre.'

He joined the newly formed Department of External Affairs (later Foreign Affairs) in 1940. Enlisting in the AIF, he served as an officer and intelligence analyst in New Guinea in 1942-3 and was then attached to the Australian High Commission in Ottawa, Canada. In 1945 he

went to San Francisco as a part of the Australian delegation, led by Dr H V ('Doc') Evatt, to work on a Charter for the United Nations. Appointed a delegate to the UN in 1948, he played a notable part in crucial developments at this time, including making a significant contribution to the drafting of the UN Declaration of Human Rights.

His subsequent career saw him as Australian commissioner in Singapore (1956-57), second director of ASIO (1957-60), ambassador to Belgium and the European Community (1965-8), South Vietnam (1968-70), the Federal Republic of Germany (1971-75), and Australia's permanent representative to the UN (1975-78).

He led Australia's Third UN conference on the Law of the Sea and played a leading role in the overhaul of Convention on the Law of the Sea. Given his Tasmanian background, it seems especially appropriate that he became largely responsible for Australia's policy in the Antarctica (and a successful advocate for the protection of seals!)

A pacifist and dedicated internationalist, he was a great advocate of Esperanto. His early work on UN commissions on atomic energy and disarmament and his later work on the law of the sea and Antarctic were linked by his concern for 'peaceful uses' of the world's resources and capacities. His wife, though, told friends that he was a specialist in 'useful pieces'!

After his retirement from foreign affairs in 1978, he served as Director of the Australian Institute of International Affairs until 1981 and re-established his links with the University of Tasmania.

By this time another University of Tasmania graduate had played a leading a role in an event that marked a second epoch in Australia's diplomatic history.

Born in Hobart, Stephen Fitzgerald (1938- ) studied history at the University of Tasmania and took courses on Asian history taught by George Wilson. He moved to Canberra to join the Department of Foreign Affairs, and became fluent in Mandarin and a leading specialist on China. After leaving the public service for academia, he spent time in China and accompanied Gough Whitlam, then leader of the opposition, on his historic visit to Beijing 1971, aptly described as 'the coup that laid the fear of China'!

Appointed as Australia's first ambassador to the People's Republic of China in 1973, he served in this capacity until 1976. He has subsequently held a range of academic positions and advisory roles, was a founder member of the Australia China Council, and played a major part in Australia's cultural and economic engagement with China.

Among University of Tasmania graduates currently holding positions as ambassador or high commissioner are Joanna Adamson (Ghana), Terry Beven (Federated States of Micronesia), Peter Heyward (Pakistan), Geoff Tooth (Kenya) and James Wise (Thailand).

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*About the author:* Emeritus Professor Michael Bennett taught history at the University of Tasmania from 1977 until his retirement in 2014. The author of four books on late medieval and early modern British history, he is currently completing a book on the global history of vaccination in the early nineteenth century.

### **There's More than One Way to Become a Diplomat *Peter Heyward***

Unlike many of my diplomatic colleagues, I did not join the foreign service straight out of university. My career path shows there is more than one way to get into the fascinating profession. While it was not by design, the University of Tasmania prepared me very well for diplomacy. My course was classic liberal arts and I revelled in the intellectual freedom it gave me to explore not only the ideas that shape the world but the historical and social contexts in which they are developed. The perspectives I gained still inform my life and work. And importantly Philosophy, in which I majored, gave me the practical skills in the formation, advocacy and defence of negotiating positions, and in understanding the positions of others, that are the bread and butter of my profession. I also think studying in Hobart was important as the role of the University in that small-scale local environment gave me insights into the way a society, economy and polity functions that I have drawn on all my life and that I suspect I would not have found had I studied in a bigger state or city.

But when it came to the first steps towards a diplomatic career I faltered. On graduation I applied for a position as a trainee diplomat. I was flown to Melbourne and interviewed by a rather daunting panel of learned looking gentlemen (I think they were all gentlemen). But I made it no further than that. I have never sought the report of that interview, but I suspect the beginning of my downfall was my confident assertion (based on undergraduate study of the impacts and aftermath of colonialism) that the Commonwealth's value was limited and its days numbered, which was not then, and is not now, the Australian Government's view.

I joined the Public Service anyway, but not the Department of Foreign Affairs, nor, although I was offered it, as a graduate trainee in the heart of the bureaucracy in Canberra. Rather I stayed in Hobart as I had recently married and we had just committed to buying a house in which to start our family. So I began my working life as a personnel clerk in the Hobart branch of the Department of Transport. Amongst those for whom I was responsible were the lighthouse keepers who then manned the lights around the Tasmania coast as well as those who were busy converting these lighthouses to unmanned operations.

While it got me started in the workforce, this was not how I envisaged spending the rest of my life, so when the opportunity arose to join Australia's Antarctic Headquarters when it

moved to Hobart from Melbourne, I took it. I became part of a multi-disciplinary organisation involving administrators, scientists, logisticians, technicians and many others in the new purpose-built Antarctic Division complex in Kingston. I started in personnel, recruiting people for the yearly expeditions to the Antarctic and sub-Antarctic. While I enjoyed this role, I was keen to also get engaged in policy development for Australia's Antarctic operations as this function gradually moved from Canberra to Kingston. This was work in which I could draw more effectively on the skills I had gained in my studies at the University of Tasmania.

I also began to re-establish links with the University of Tasmania which, apart from playing hockey with the Uni club, had drifted since graduation. There was already collaboration between scientists at the Antarctic Division and the University of Tasmania but proximity enabled more partnerships to be formed and for engagement to expand into management of the science program and operational policy. At around the same time, the Secretariat of the Commission for the Conservation of Antarctic Marine Living Resources (CCAMLR) was established in Hobart to service its annual meetings, and the CSIRO's Marine Science Laboratories were opened in Battery Point. Around these organisations began to coalesce the network of Antarctic bodies and activities that is now an established part of the Hobart scene. I formed many productive relationships through this network, some of which are still strong today. The University of Tasmania has always played a key role, strengthened now through its Institute for Marine and Antarctic Studies.

I worked throughout the 80s with the Antarctic Division. As well as enjoying the operational side of the Division's work and several trips to the Antarctic managing logistics and doing field work, I became increasingly deeply involved in its international policy work. This focussed on CCAMLR and the Antarctic Treaty system, and the application of international environment treaties to the Antarctic. A high point was my first overseas diplomatic meeting, the 1987 Antarctic Treaty Consultative Meeting in Rio de Janeiro (in Brazil, a country in which I was later to serve as Australia's Ambassador). It was my first real engagement with Australian diplomats. They led and managed the delegation in which my role focused on environmental protection and management of Antarctic operations. I loved the experience and it reignited my interest in diplomatic work.

Things then came together in my favour. Environmental issues were becoming increasingly important in international diplomacy with the seminal UN Conference on Environment and Development, the 'Earth Summit', soon to be held in Rio. Our foreign service needed expertise in this area quickly and the diplomats I had worked with on Antarctic issues knew me and my experience so I was asked if I would like to be seconded to the Department of Foreign Affairs and Trade. It was a big change for me and my young family, constituting our first break with Tasmania, family and friends, but a great opportunity which we accepted with little hesitation.

We moved to Canberra and the secondment turned into a new career for me as a diplomat. I worked on international environment issues for several years before going on my first overseas posting, to Buenos Aires, beginning an ongoing association with Latin America. On return to Canberra, after a stint on refugee issues, I began working on human rights, which I continued through my second posting, as Australia's Deputy Permanent Representative to the United Nations in Geneva. I then returned to international environment work in Canberra for

a few years before my first appointment as an Ambassador, to Brazil. This was followed by three years in the very different environment of Timor-Leste, time in Canberra managing consular operations and Australia's relations with Africa, and then to Pakistan where I am now in my third year as High Commissioner.

It has been a rich and rewarding career which I continue to love. It has ranged from robust interdepartmental negotiation in Canberra to thrashing out key outcomes in the small backrooms of UN mega summits, engaging with tribal elders in remote Timorese villages and the survivors of sectarian bombings in northern Pakistan, helping an Australian company work its way through the minefields of federal and provincial politics to open the first large scale mine in Argentina, to promoting Australian tertiary institutions, including the University of Tasmania, to potential international students. Each diplomat will have a different story but all will have at their core application of the craft of diplomacy - skills in research, analysis and negotiation. For me and I'm sure fellow University of Tasmania alumni diplomats, while these skills have been refined and honed through our diverse career experiences, their roots are in our study at the University of Tasmania.

*About the author:* Peter Heyward, BA 1979, High Commissioner to Pakistan, is a career diplomat of 25 years. He is currently in Pakistan, his fifth posting and third as Head of Mission. His story tells how he came to be a diplomat.

### **An Island in a Pattern of Islands: Engaging the Islands from Tasmania** *Richard Herr*

I recall vividly the commiserations from my colleagues in the Department of Pacific History at the Australian National University when I announced in late 1972 that I had accepted the offer of a tutorship at the University of Tasmania. The general consensus was that I would be lost irredeemably to Pacific Island studies. This simply could not be done from a modest island, with little Pacific Island connections and a long way away from the region.

My ANU colleagues were wrong. Tasmania has become the central isle for me in a life-long enquiry into the pattern of islands. Indeed, Tasmania proved to be a resource in its own right for understanding island life despite some differences from the Pacific Islands. Transport difficulties, operating on a small scale and a need for self-reliance have been shared consequences of insularity both within Tasmania and in the Pacific Island region.

The University was hugely supportive of my work from the outset. In my second year as a tutor, the Vice-Chancellor, Sir George Cartland, intervened to support my PhD research when he determined that an important regional conference in Rarotonga in 1974 could be deemed the 'domestic' conference for which I was qualified. It was stretching a legal point to bring it under the rubric of domestic conferences, which then included New Zealand. The Cook Islands were self-governing in free association with New Zealand making it internationally rather more than an appendage of Wellington.

This meeting of regional leaders had important consequences for me a year later. The networking at Rarotonga contributed to a request by the South Pacific Commission's Secretary-General, Dr Macu Salato, in early 1976 to review the regional body. Professor Harry Gelber, only recently installed as the new head of the Department of Political Science,

honoured the request and released me for some eight weeks to undertake this review despite it overlapping by a month into the new academic year.

The review was regarded as a success despite the significant decolonisation issues that it had to address. Related work followed in the areas of post-independence development and regional cooperation from Palau to Papeete and from Tonga to Tuvalu. The main focus for the regional work was either organisational harmonisation or managing marine resources. In the course of a dozen Pacific Island consultancies, I managed to visit every country and territory in the region except the Pitcairn Islands and Tokelau, neither of which was accessible by air.

The late 1970s through the 1980s were turbulent times in Pacific Island affairs due to the changes in the international law of the sea and post-colonial Cold War rivalries. These combined in the mid-1980s when I wrote a report with Robert Kiste for the US State Department on Soviet interests in the Pacific Islands. Within a year of the 'Kissed Her' report being made public, I was invited to Washington, Beijing and Moscow to discuss aspects of this assessment. The same set of factors – marine resources/Cold War rivalries – led me to draft a treaty instrument to give legal personality to a regional organisation to manage offshore minerals the following year. Of course, after the Cold War ended, it was necessary to rebalance regional cooperation. This produced more work including a major multi-year project for the Pacific Island leadership in the mid-1990s to find a more sustainable basis for regional cooperation.

While the University never shied away from the controversial in my research, this tolerance must have been tested in December 2007, when Archbishop Petero Mataka and Commodore Voreqe Bainimarama asked the University to lend me as an advisor to a national committee for returning Fiji to parliamentary democracy. This work continued in various ways until this long-awaited election finally arrived in September 2014. Just prior to the poll, the Government of Fiji asked me to prepare Fiji's first ever candidates' manual to assist all political parties and independents to contest this election and, courageously in the political climate at the time, the Government of Japan funded the project.

The pattern of islands encompassed during my four and a bit decades with the University of Tasmania has not been limited to the Pacific Islands alone. Work with the Australian Antarctic Division took me to Macquarie Island in 1987. This then morphed into later collaborative polar research with the Fridtjof Nansen Institute, which took me to Chile's King George Island. Polar research took me to Iceland some time later and most recently to Svalbard near the North Pole where I was inducted as a Fellow into the Norwegian Scientific Academy for Polar Research.

My passion for small islands has produced some unexpected connections closer to home. I was made an honorary citizen of Jeju Island in Korea along with the former President of Tasmania's Legislative Council, Don Wing, for helping to develop a cooperative arrangement between Jeju and Tasmania, two small islands far apart yet sharing a great deal in common. I was honoured in a different way when Norfolk Island asked me to help celebrate its historic ties with Tasmania and their common convict heritage. I convened an

international conference on the Norfolk Government's behalf to unite the 'Islands of Exile' in support of world heritage listing.

Throughout, I have been indulged and supported in my research and related activities by the University. I am very pleased this has continued even into a somewhat fathom retirement. The Law Faculty recruited me as contract lecturer to continue my work on parliaments through its Parliamentary Law, Practice and Procedure course. This contributed to an invitation in 2011 from the United Nations Development Program to review the legislative needs of the Samoan Parliament. The Samoan Parliament endorsed the review and I was subsequently asked to help implement its recommendations. A serendipitous aftereffect of which was to see a majority of the parliamentary secretariat successfully pass the Law Faculty's Parliamentary Law course in late 2014!

So, happily for me, the predictions of my old ANU colleagues clearly have come to nought thanks to a generous and continuing support over the years of both the University at large and so many of my colleagues. My engagement with so many islands and islanders has been rewarding. I have been honoured to have had the chance to know personally virtually every independence leader in the Pacific Islands. I have been humbled by the opportunities they have given me to help in a modest way with their enterprise in nation building. And, truthfully but unfairly, saddened at times by the tarnishing of some of their brightest hopes.

This rich variety of experiences would not have been possible without the strong support of the University of Tasmania community. Yet, as important as these experiences have been for me, they amount to not even half the depth of my indebtedness to the University. On the other side of the looking glass, there was an equally rewarding life for me as a researcher, commentator and participant in the public life of Tasmania. It has been equally important to me and I can but express my thanks to all for receiving me as a somewhat accent-challenged Tasmanian. I really should say more to thank those who have helped me and apologise to those who think my commentaries missed the mark. However, that is another story.

*About the author:* Dr Richard Herr, who has told the story of his connection with the University here, hold the following: BA (Nebraska), PhD (Duke USA), OAM.

## **From Tasmania to the World**

### **From Tasmania to the CERN Large Hadron Collider    *Allan Clark***

The University of Tasmania in 1964 bore no resemblance to that of today; about 2,500 students on a single Sandy Bay campus. But even then, it was enormously important to Tasmania: it was the only university accessible to many of us. By chance or otherwise, there were at that time some great characters on the faculty. Although I did not realize at the time, there were also some excellent researchers who would influence my subsequent career.

I entered the University in 1964 with a studentship from the Education Department. This enabled me to study science. I had no idea where that would lead. I felt really relieved and proud to pass my Matriculation. Given its close association with the Waterworth Optical Company and the ubiquitous role of Waterworth projectors in every Tasmanian school, the



Physics Department had a special reputation. I knew this, but it was not my best subject at school: little did I know that the Physics Department would provide me with the tools to pursue a research career in Particle Physics.

The first and maybe the most formative university experience was Hytten Hall. One scared 17-year-old thrown into the maelstrom of a university college; the charismatic leadership of the Master, George Wilson, gave it a special character. Many of us will remember his wise and sometimes laconic advice. Among others, Mike Vertigan, later to become University Chancellor, was a senior Hytten Hall member,

That was not on my mind during the first weeks and months at Hytten Hall. In those days, initiations were standard procedure (hopefully no longer!). My initiation tasks were benign compared with some: blocking the main Hobart intersections with a chain, and later glueing 'free parking' stickers on parking metres the night before Commemoration Day (caught red-handed with a pot of glue, incurring a £3 fine). The one I liked most (not mine) was the negotiation with Cascade Brewery for a direct pipeline.

That said, life was mostly work and after 4 years I graduated with a BSc Honours degree in Physics. I realize, looking back, how lucky I was. I remember with respect my teachers in Physics – K B and A G Fenton, G R A Ellis and other senior physicists such as John Greenhill, Peter McCulloch and Pip Hamilton. They gave me the confidence and technical skills to continue my studies.

I remember my sense of awe whenever Grote Reber – the father of radio astronomy – came down to Hobart from his telescope near Bothwell. It is not every Physics Department that can claim a similar heritage.

In 1968, I went to the United Kingdom to study particle physics at the University of Oxford. I did not intend to stay away for long, but after a first post-doctoral position, I made a conscious decision to continue in scientific research. The foundations given to me by my mentors in the Physics Department of the University of Tasmania enabled me to reach this point. My only regret has been to spend less time in Tasmania and at the University of Tasmania than I would have liked.

I have been very fortunate because the development of my career closely followed a revolution in particle physics after the theoretical assertion (1964) and subsequent experimental verification (1968) of quarks as fundamental building blocks of matter. I have with my colleagues contributed to several major particle physics discoveries over the past decades: amongst others, the discovery of the W and Z intermediate vector bosons at the CERN (European Council for Nuclear Research) proton-antiproton Collider (Geneva), the discovery of the top quark at the Fermilab Tevatron Collider (Chicago) and most recently the discovery of the Higgs particle that gives fundamental particles mass at the CERN Large Hadron Collider (LHC). These experiments look at the conditions of the universe less than 1 tenth of a billion of a second after the start of our universe.

I left Australia in order to study particle physics. In 2007, the University of Tasmania chose to recognise my own contribution to physics with the award of a Doctor of Science Honoris Causa, an unexpected and deeply personal honour.

After many years of effort, including my minor supportive role, Australia now has a vibrant particle physics participation in the ATLAS experiment at the CERN LHC, and in the Belle II experiment in Japan. Even subsequent to the verification of the Higgs-Brout-Englert mechanism, a long list of fundamental questions in particle physics and the related field of cosmology remains. We are hopeful that some will be answered at the CERN LHC, as it restarts in 2015 at double the previous collision energy. CERN is now studying the physics case for, and technical implications of, a much larger hadron collider beneath the Franco-Swiss countryside.

I look now at the University of Tasmania. On a personal note, I remember the pleasure of meeting K B (Peter) Fenton at CERN in the 1990's, I think after his retirement, and he recalled a long discussion with him concerning Liouville's theorem when I was his student. (The proton-antiproton collider at CERN got around that inconvenience, and earned S van der Meer at CERN a Nobel for his perception). The Science Faculty at the University of Tasmania has attracted a world-class specialisation in Southern Marine Biology and Antarctic Studies, for which it is well suited. Even more important are the dedicated national and CSIRO Antarctic institutes established in Hobart, and the Australian Maritime College in Launceston. This is fantastic.

*About the author:* Allan G Clark, BSc (Hons) 1968, is an Honorary Professor at the University of Geneva, having served as Professor in the period 1989-2012 and as Director of the Particle Physics Department in the period 1999-2011. He is actively involved on the ATLAS experiment at the CERN Large Hadron Collider, having led the ATLAS Switzerland participation until 2012.

**Reminiscences of my time at the University of Tasmania 1954-1960**     *Richard Wielebinski*



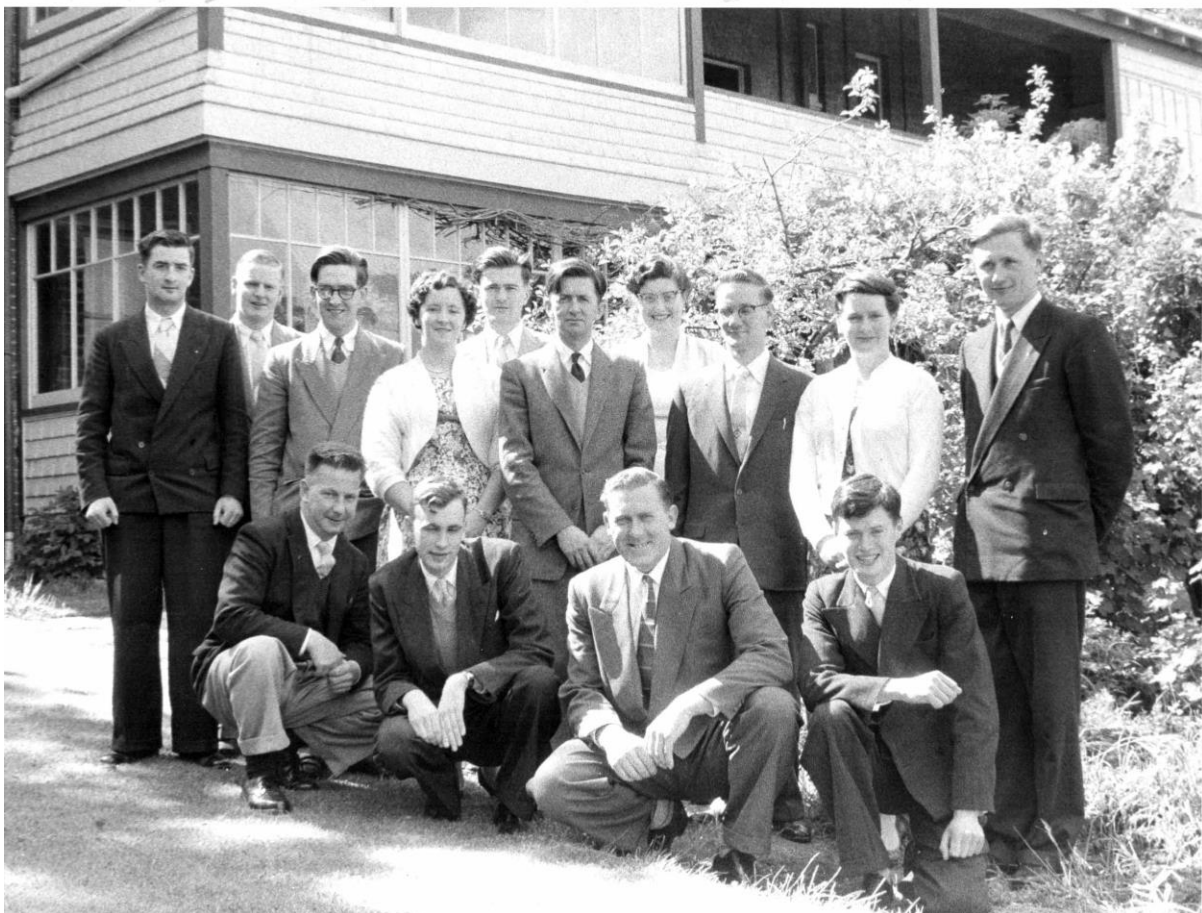
Demonstration of a 'Logical computer', Hobart Town Hall 1959. Richard (left), Herb Evatt, MP (right). The logical computer was the subject of Richard's M.Eng.Sc. thesis, a joint project with the English Department. This device used the first transistors that Prof Newstead brought to Hobart from a sabbatical year.

After going to the Hobart High School for four years I sat for the matriculation examinations in the City Hall at the end of 1953. Being a 'New Australian' (my parents came from war ravaged Europe in 1949) I went immediately after the examinations to work in the IXL jam factory. One day in December a number of factory bosses came to the place where I was unloading pallets of fruit – they saw my name in the *Mercury* and came to congratulate me – I had a very good matriculation result. I chose to study Engineering, possibly because it was considered one of the more difficult degrees.

The first days at the Domain site were quite hectic. I discovered that my courses were spread over several sites. Chemistry was in a building near the Technical College, Physics and Mathematics in the barracks at the Sandy Bay site and Engineering Drawing in the Technical College itself. An important meeting place was the small Student Union at the domain site where 'Fluffy' sold pies or made milkshakes. At some stage of my time in the university Coca Cola appeared on Fluffy's shelves, a novelty. Also on the social side there was a lot going on. All sorts of clubs and societies were advertising their activities. The Dramatic Society was considered to be the most desirable to join by many students but also with a

warning that those that join spend too much time going to parties. I joined the basketball club, a sport that I was keen on in my school. Dances were also organized in the Teachers College building leading to first meetings between the students from state schools and the private schools.

The Engineering course became more specific in the following years. We had lectures in the Domain site Engineering Building with Mechanical, Civil and Electrical Engineering courses. The latter became my field of interest. In 1955 all students followed the Orr case in great interest. Many would go to the court and were amazed at the private details that were vented there. In 1955 I made my first journey outside Tasmania – to an inter-varsity basketball carnival in Sydney. Since the Korean War was in progress the male students were called up for short basic training in the army. We had a special unit of university students only in Brighton Camp. This happened in the annual summer vacations. After many discussions students started to agitate for a complete transfer of the University to the Sandy Bay site. The huts in Sandy Bay were far from optimal for an expanding university. One action was to travel to Huon Valley where some of the apple farmers gave access to the orchards – apples were sold by students in the suburbs of Hobart and the proceeds were later used for the construction of a Student Union building.



Staff of the Electrical Engineering Department 1959. Front left to right: Peter Watt (late senior lecturer), Richard Wielebinski, Prof Gordon Newstead, Head of the Department, Chris Walker.

Around 1956 two important events happened in my life. I became a Cadet Engineer with the Postmaster General Department. This meant some money during the studies. In a way my

future was set. I also met Grote Reber, a pioneer of radio astronomy who came to Tasmania and was given a corner to work in the Electrical Engineering power laboratory. He was looking for students to help him to put up long wire antennas – I joined this project. The Sputnik was launched in my final year of engineering. I had a small laboratory in a shed next to the Engineering building – a quick setup enabled interested students to listen to the transits of the sputnik in real time.

The graduation took place in 1958, as usual in the City Hall. The PMGs Department allowed me one year more at the University to complete a Master of Engineering Science thesis – in a way an introduction to more complex radio systems. My supervisor, Professor Gordon Newstead, came back from a sabbatical year with first transistors to be used in Tasmania. In 1959 I started to work in the PMGs Department. At first it meant travelling all over Tasmania inspecting the existing antiquated telephone equipment, planning improvements. Suddenly I was asked to come to the PMG head office in Melbourne – I was asked if I would take over the project of building the TV transmitting station of Mt Wellington. This was a great chance indeed. I needed all my skills that I learned in my Engineering courses: testing the concrete for the footings of the tower, manufacturing steel supports for antennas, organizing the links for transmitting the TV programs from the ABC studios to the mountain, etc. On one of the trips to Melbourne I saw an advertisement for a Shell Scholarship for PhD study in Cambridge. I applied – first I was selected to be the Tasmanian candidate, a final selection took place in Melbourne. Returning with the scholarship to Tasmania I consulted Grote Reber – he recommended that I go to the Radio Astronomy group in Cambridge for the PhD rather than to Electrical Engineering – this way I became a radio astronomer. The last event before leaving Tasmania in August 1960 was the transfer of the Engineering faculty to a new building in Sandy Bay.

*About the author:* Professor Wielebinski studied engineering at the University of Tasmania but moved to radio astronomy after a PhD thesis from Cambridge University. After lecturing at Sydney University he was appointed Director at the Max Planck Institute for Radio Astronomy in Bonn in 1969, a position he held until retirement in 2004. He is still active in the International Astronomical Union. He has been awarded many international honours, also the Hon Dr Eng from the University of Tasmania. (Photographs supplied by Professor Wielebinski).

### **Rhodes from Tasmania** *Lionel Nichols*

With the University of Tasmania less than a decade old, Cecil Rhodes expressed his vision to develop outstanding young leaders who would be motivated to '*fight the world's fight*'. Since Leonard Morrison's election in 1904, over one hundred outstanding young Tasmanians have studied at the University of Oxford as Rhodes Scholars, joining an esteemed group of civic-minded leaders that has included presidents, prime ministers, ambassadors, archbishops, authors and judges. Few universities in the world can match the University of Tasmania's contribution to the Scholarship. The University has produced more Rhodes Scholars than any other Australian university and more than five of the prestigious US Ivy League. Booker Prize winner Richard Flanagan, High Commissioner Neal Blewett, world-renowned physicist Sir Leonard Huxley and Olympian Simon Hollingsworth are just some within this elite group.

Each year 83 persons from around become Rhodes Scholars and in almost every year at least one has been a graduate from the University of Tasmania. All must go through a gruelling selection process designed to assess the candidate's academic ability, moral fortitude, instincts to lead and athletic vigour. Applicants provide a 1,500 personal statement and six written references and, if short-listed, attend two interviews at Government House chaired by the Governor and comprising a panel of nine leaders from within the Tasmanian community. They are asked probing questions on morality, leadership and current affairs, designed to assess their suitability for studying at Oxford (though nowadays they are spared from having to demonstrate a working knowledge of Greek and Latin).

Once elected, the Scholar is invited to nominate their choice of college to be their home away from home for the duration of their studies. All of Oxford's 38 colleges are universities within a university and have their own tutors, lecture theatres, libraries, dining halls, chapels and sporting fields. Cecil Rhodes, himself an Oxford scholar, specifically chose Oxford as the home of the Scholarship because he felt that the collegiate aspect of the university was one of the great virtues offered by those privileged to receive an Oxonian education. On any given day, a Scholar may enjoy breakfast with a philosopher from Germany, play rugby with a surgeon from South Africa and dine with an economist from Canada before returning to the flat they share with a lawyer from Kenya, a scientist from France and a computer scientist from India.

Upon their arrival in Oxford, Scholars are immediately reminded of the Scholarship's rich history and the privilege they have been afforded. All Scholars-elect are welcomed at their *'coming up dinner'*, held in the Rhodes House mansion in the heart of Oxford. As the Warden delivers his address, a portrait of 'Uncle Cecil' hangs in the background, while those of Bill Clinton and Bob Hawke feature prominently on the opposite wall. The Warden reminds guests of others who have gone before them: Nobel prize winners Howard Florey and John Eccles, authors Edward de Bono and Naomi Wolf, founder of the human genome project Eric Lander, political scientist Joseph Nye and All Blacks captain David Kirk.

Scholars then settle into life as a student at one of the world's elite universities, including adapting to the idiosyncrasies and traditions of an institution steeped in history. Students are referred to as 'readers', exams are known as 'collections', a cleaner is called a 'scout', trimesters are named 'Michaelmas', 'Hilary' and 'Trinity' and a 'PhD' is something you study at 'the other place'. Scholars learn not to raise an eyebrow when academic fellows walk backwards around a quad at 2am on the last Sunday in October or when undergraduate students climb a tower in May for the sole purpose of throwing pennies at schoolchildren. There's the Boat Race and numerous other varsity competitions against the 'Tabs' from Cambridge, black tie dinners in college and white tie balls in the summer. Scholars have the opportunity to attend lectures delivered by Nobel prize winners or heads of state in the Wren-designed Sheldonian Theatre, or talks from celebrities such as Lionel Richie and Pamela Anderson at the Oxford Union.

With such a flurry of activity, it can be easy for a Rhodes Scholar to neglect their formal studies. Bill Clinton, for example, never got around to finishing his degree. The Tasmanian Scholars, however, always remain committed to upholding the Cecil Rhodes' vision. As one Warden of Rhodes House told the Trustees in 1998, 'the Australian scholars are the best; they

have clear academic goals, they generally work hard, and most of them are all-rounders in Rhodes terms'. It is perhaps of no surprise that so many Australian Scholars have attained prominence in public life, with the list including Tony Abbott, Kim Beazley, Malcolm Turnbull, Geoff Gallop, Zelman Cowen, Daryl Williams and Geoffrey Robertson.

To this illustrious list may be added the names of some of the many Tasmanians to have attained prominence in their respective fields. Neal Blewett arrived at Oxford the year after Hawke and later served as Minister for Health in Hawke's Cabinet before being appointed High Commissioner to the United Kingdom. Physicist Sir Leonard Huxley was among the first Scholars to be awarded a doctorate from Oxford and later served as president of the Australian Institute of Physics and Vice Chancellor of the Australian National University. Novelist Richard Flanagan read for a Master of Letters in history before penning a novel about Burma's infamous death railways that won him the Booker Prize. While reading for a second BA, Olympian Simon Hollingsworth trained on the same track that Roger Bannister ran the four minute mile and was later appointed as CEO of the Australian Sports Commission.

Since 1904 the Rhodes Scholarship has intrinsically linked the University of Tasmania and the University of Oxford in developing future world leaders. Cecil Rhodes established the Scholarship to encourage exceptional young students to '*fight the world's fight*' and for over a century the University of Tasmania has been punching above its weight.

*About the author:* Dr Lionel Nichols is a Barrister and was a Tasmanian Rhodes Scholar in 2008.

### **Cecil's Legacy - The Tasmanian Rhodes *Rhys Edwards***

There are 83 Rhodes Scholarships awarded each year from 14 countries or groups of countries. Tasmania is one of the nine Australian Scholarships awarded. By virtue of being the only university on the island, the University of Tasmania is in the privileged position of having one of its scholars win the Rhodes and the opportunity to study at Oxford every year. I was the fortunate recipient of the 1992 award.

I had been to Oxford a few times in the 1980s as a very young man, playing Real Tennis (the original form of the outdoor game). I was fascinated by this strange university, or collection of Colleges. Although University was a long way away from my mind at the time, I did think that it looked like a pretty amazing place to study. Sadly this was not because I had a deep appreciation of its fantastic history or of its great academics, but more because I was enthralled by the idea that each of the 38 colleges had its own bar, and most of them had their own cricket grounds.

I gave Matthew Arnold's 'dreaming spires' no more thought until four years later one of our very well-known Tasmanian academics, Dr Bruce Felmingham, planted the seed in my mind. I had been awarded the Sir Geoffrey Foot award for 1<sup>st</sup> year Economics and Bruce sidled up to me after the awards morning tea and said – 'You should think about applying for the Rhodes in a few years time'.

Ah ha. A chance to wander the honey coloured sandstone cloisters – and drink at all those bars!

As my honours year was drawing to a close and I was busy applying for jobs and having interviews as well as trying to finish off a dissertation before my heavily pregnant supervisor, Dr Sarah Jennings, went in to labour, I began to wonder why I had signed up for the rather extensive Rhodes selection process. The format involved two rounds of interviews with a formal dinner at Government House in between. Rumour had it that the way in which you comported yourself over dinner, including your familiarity with the multiple wine glasses, fish knife and soup spoons, was just as important as your academic marks.

My opening question from the interview panel from Michael Stokes (now recently retired from the Law School) was ‘Did I think Marxism was dead?’

I did think it was dead..... except for a few pockets alive and well and thriving in the Australian University sector. Anyway, after bumbling my way through the 45 minutes I felt sure that the last thing they wanted was a fairly unworldly and naïve, but classically trained, economist.

Surprise, surprise. I got a second round interview, and after much deliberation by the interview panel, the scholarship. I am still amazed at their belief in me, especially after one of my referees, the former Solicitor-General Roger Jennings, described Rhodes Scholars as like race horses: they often peaked early and for many the scholarship marked the best thing they ever did.

I won’t dwell on the Oxford years; you can take it as read that they were an amazing experience. What was nice to know was that the Rhodes Scholars from Tasmania had a great reputation. They worked hard, got good degrees and involved themselves fully in University life.

I went to Brasenose College which counts amongst its alumni British Prime Minister David Cameron and the man that many thought should be Australian Prime Minister, Malcolm Turnbull. I chose Brasenose on the strength of recommendation of my then tutor, but now longtime colleague and senior Tasmanian public servant, Bob Rutherford.

What is amazing is that the publicly funded education I received from Taroona High School, Hobart College and the University of Tasmania enabled me to cut it with the best of students from the best of the Universities in the world – many of which are private fee paying institutions in the business of grooming the world’s privileged and elite future leaders.



The selection criteria for Scholars as required by the Cecil Rhodes' scholarships includes literary and scholastic attainments, energy to use one's talents to the full, devotion to duty and moral force of character and instincts to lead.

Since returning to Tasmania I hope I have been able to exercise some of the qualities of leadership outlined in his will through the great opportunities I have had in roles in the state public service and in community roles, for example, being a Council member for the University of Tasmania.

I have also had the great privilege of sitting on the Rhodes Panel, chaired by the Governor, to select the Rhodes candidate for Tasmania each year. This is a great life-affirming event as each year we see a small crop of truly excellent young men and women. They are all great students with a vast array of extra-curricular activities and a real passion and concern for the wellbeing of their fellow citizens. The Secretary to the panel is the very able Professor Don Chalmers. This year, with a heavy heart, I stood down as Deputy Chair, as part of the normal revolving of members on and off the selection panel.

The Scholarship was first awarded in 1903 and, including the 2014 class, there have been over 7600 scholarships awarded. That is well over 100 Tasmanian Rhode Scholars having made, or making, a contribution to their State, the nation or to the global community.

In this time of celebration for our much loved University, we should give thanks to the privileged position we hold in having a Rhodes Scholarship awarded each year from the University and we should be proud that the education from the University of Tasmania stands our Scholars in good stead as they tread the world's stage.

*About the author:* Rhys Edwards, BEc (Hons) 1992, is the Principal of RDME Consulting, a small specialist advisory firm. Rhys was chosen as the Rhodes Scholar elect for Tasmania in 1992. He has also been a member of the Tasmanian Rhodes Scholar selection committee and has served as the Honorary Treasurer of the Australian Rhodes Scholars Association (TAS).

### **Tasmanian Rhodes Scholars 1904 – 2014**

Compiled by Distinguished Professor Don Chalmers, Tasmania Honorary Secretary, Rhodes Scholarship Selection Committee 2007- 2015 and previous Honorary Secretaries.

- 1904 Leonard Neil Morrison (Arts)
- 1905 John Orr (Arts)
- 1906 Thomas Dunbabin (Arts)
- 1907 Arthur Henry Clerke (Arts)
- 1908 Alfred Willis Clemes (Science)
- 1909 Frank Bathurst Edwards (Law)
- 1910 Thornton Francis Edward Rockliff (Law)

- 1911 Charles Stanley King (Arts)
- 1912 William John Howard (Science)
- 1913 Charles Sydney William Rayner (Arts)
- 1914 Eric Arthur Woods (Science)
- 1915 John Arthur Barnett (Arts)
- 1916 Leicester Travers Butler (Science)
- 1917 Alan Field Payne (Science)
- 1918 Henry Llewellyn Kingsmill (Science)
- 1919 Alan James Clinch (Science)
- 1920 Fred Beresford Richardson (Science)
- 1921 Edward Mulhearin Lilley (Science)
- 1922 John Keith Clinch (Science)
- 1923 Leonard George Holden Huxley (Science)
- 1924 Archibald McDougall (Arts)
- 1925 Roland Wilson (Commerce)
- 1926 John Douglas Lloyd Hood (Arts)
- 1927 John Alan Ingles (Science)
- 1928 No award
- 1929 Arthur Smithies (Law)
- 1930 Gollan Lewis (Arts)
- 1931 Edgar Clynton Ross Spooner (Engineering)
- 1932 Eric John Warlow-Davies (Science)
- 1933 Lawrence Rupert McIntyre (Arts)
- 1934 Macdonnell Watkyn Woods (Engineering & Science)
- 1935 David James Barclay (Engineering & Science)
- 1936 Richard William George Gandy (Science)
- 1937 Jack Raymond Green (Engineering)
- 1938 Ralph Lindsay Harry (Law)
- 1939 Robert Wilfred Baker (Law)
- 1940 Edward David Tudor (Engineering)
- 1941 No award
- 1942 No award
- 1943 No award
- 1944 No award
- 1945 No award

- 1946 Charles Harcourt Miller (Engineering)  
Ronald Cecil Gates (Commerce)
- 1947 Phillip William Hughes (Science)
- 1948 Alan Murdoch Stretton (Engineering)
- 1949 Oliver Spencer Heyward (Arts)
- 1950 Eardley Max Bingham (Law)
- 1951 David Maurice Brink (Science)
- 1952 Allen Dixon Knott (Engineering)
- 1953 Bruce Armitage Cole (Science)
- 1954 William Leslie Bonney (Arts)
- 1955 Graeme Laurence Salmon (Science)
- 1956 Walter Geoffrey Thomas Miller (Arts)
- 1957 Neal Blewett (Arts)
- 1958 Dennis John Rose (Law)
- 1959 Mark Roland Bewsher (Science)
- 1960 Sergio Giudici (Engineering)
- 1961 Roger Dennis Scott (Arts)
- 1962 Donald Blair Melrose (Science)
- 1963 Allan Robert Taylor (Arts)
- 1964 Keir Gordon Pearson (Engineering)
- 1965 Nicholas Charles Hope (Science)
- 1966 Ashton Trevor Calvert (Science)
- 1967 Richard John Dumaesq Gee (Science)
- 1968 Peter John Conrad (Arts)
- 1969 Ian Maxwell Clark (Science)
- 1970 David Alexander Ritchie (Arts)
- 1971 Stuart Anthony Hamilton (Arts)
- 1972 Michael David Stokes (Law)
- 1973 Peter Frank Pierce (Arts)
- 1974 Richard Dominic Cogswell (Law)
- 1975 William James Hemmings (Arts & Science)
- 1976 Robert Gregory Forage (Science)
- 1977 Sjoerd Bernardus Antonius Van de Vusse (Science)
- 1978 Michael Wallace Wagg (Engineering)
- 1979 Stephen John Gumley (Engineering)

- 1980 David Rusel Badcock (Arts)
- 1981 Fiona Mary McConnell (Science )—First Tasmanian female awarded a Rhodes Scholarship
- 1982 Timothy John Monks (Engineering)
- 1983 Peter Nicholas Binks (Science)
- 1984 Richard Miller Flanagan (Arts)
- 1985 Lisa Ellen Hill (Arts)
- 1986 Robert John Mallick (Arts)
- 1987 Simon David Palfrey (Arts)
- 1988 Michael Charles Elias (Engineering)
- 1989 Michael John Buchanan (Economics)
- 1990 Kelvin Randal Morris Weeks (Economics & Law)
- 1991 Dorothy Anne Steane (Science)
- 1992 Marnie Therese Elizabeth Hughes (Education)
- 1993 Rhys David Michael Edwards (Economics)
- 1994 Benjamin Jervis Goold (Economics & Law)
- 1995 Katharine Lockhart Burbury (MB BS)  
Jacqueline Anne Wilson (Arts & Law)
- 1996 Fransisco Fernando Ascui (Arts)
- 1997 Simon James Hollingsworth (Commerce & Law)
- 1998 Jane Elizabeth Sargison (Engineering)
- 1999 Susan Clare Dando (Arts & Law)
- 2000 Virginia Ann Horscroft (Economics)
- 2001 David Ian Close (Science)
- 2002 Luke Michael Jones (Science)
- 2003 Jessica Trebilco (Science)
- 2004 Jessica Amy Radford (Arts)
- 2005 Edward Alexander (Economics)
- 2006 Abhishek Sharma (MB BS)
- 2007 Rowan Trebilco (Science)
- 2008 Lionel Thomas Nichols (Arts & Law)
- 2009 Alexander Shabala (Science)
- 2010 Rhea Jessica Longley (Medical Research)
- 2011 Elizabeth Murray (Psychology)
- 2012 Edward Wallace Doddridge (Science)

- 2013 Benjamin Henry McLeod Hunn (MB BS)  
 2014 Samuel Henry Forbes (Arts – Linguistics)  
 Robert Hortle (Arts)  
 2015 Rebecca Byrnes (Law)

### **From Hobart to The Hague** *Bridget Dunne*

It's the first week of March 2013. It is 4 degrees. I am standing in the rain, looking up at what, to my jetlagged mind, is the tallest building in the world. It's the International Criminal Court, where I will start work in three short days, and I am, if not actually terrified, then at least quite overwhelmed.

This story actually starts about 5 years before that grey morning. Far from freezing in the rain in the Netherlands, I am in a hallway in the Law School at UTAS, on my way to a Contracts Lecture. On one of the noticeboards, amongst the various notices about upcoming events and people selling old textbooks, was an ad for a scholarship. It had a picture on it, of a young man with a handsome smile. The heading said 'Tim Hawkins Memorial Scholarship'. I remember it distinctly, because every day for the rest of the week I stopped to reread the ad. I looked at it so many times that I eventually surreptitiously removed it to take home.

The Tim Hawkins Memorial scholarship, the ad said, provided an opportunity for a UTAS student to undertake an internship at the International Criminal Tribunal for the Former Yugoslavia in The Hague. Students with an interest in international law or terrorism studies were encouraged to apply. I was amazed. I was very interested in international law, even before I really knew anything about it. I had even proudly told everyone as much in my first Government tutorial in my second week of uni. Thinking back to that I am profoundly grateful that no one asked me any follow up questions about my avowed 'passion for international law'. It would quickly have collapsed under scrutiny in those early days when it was powered by enthusiasm rather than understanding. Looking at the ad, I knew that I was years off even beginning to meet the selection criteria. But the idea that there was a possibility for a UTAS student to get from Hobart to The Hague, just like that, was a wonderful thought, and stayed with me long after I lost that first copy of the ad.

Fast forward five years. In that time my interest in international law had been fleshed out by study, two international law moot competitions, graduation and a job in international humanitarian law with Australian Red Cross. The Hawkins Scholarship had gone from strength to strength, and transformed into a position at the International Criminal Court working as an assistant to Professor Tim McCormack, a UTAS graduate and Special Advisor to the Prosecutor of the ICC in International Humanitarian Law. A number of people whom I admire deeply – Lionel Nichols, Sophie Rigney, Meredith Hagger, Caitlin Dwyer and Simon McKenzie – had been Hawkins Scholars. I had learnt more about the remarkable life, and tragic untimely death, of Tim Hawkins, and understood more about the importance of the scholarship in celebrating and honouring his memory. And I was the newest recipient of the scholarship – the tenth UTAS graduate to win – and in The Hague ready to get started.

If I was overwhelmed the first time I saw the ICC, that cold March morning, it was nothing to how I would feel on my first day, or the first meeting where I was asked for a contribution. Or the first time I met the Prosecutor, Fatou Bensouda, or other members of the senior staff. Or the first training session I ran with Tim McCormack. In my capacity as Tim's assistant I worked across a range of different cases focussing on war crimes. I worked on issues such as command responsibility, attacks against the civilian population, attacks against protected objects, sexual violence towards child soldiers and many others. I worked on situations from Mexico and Mali, to Afghanistan and the Democratic Republic of Congo. Tim's and my work helped to inform trial strategies, on-going prosecutions and the scope of future investigations. The culmination of my work came on my very last day in the office, when a senior trial lawyer presented legal submissions that I had written in a hearing to confirm war crimes charges against a war lord from the Democratic Republic of Congo. Sitting in the public gallery to hear my submissions read out was one of the proudest moments of my life to date.

Even though Tim was based in Melbourne for most of the time that I was in The Hague, I was very lucky to have him as a boss, though he would eschew that title. He was a very patient and capable mentor, and friend. To add to all of that was the joy of being able to work with a fellow Tasmanian. Tim and I found ourselves, quite without planning to, spruiking Tasmania's natural beauty to other ICC staff, and making Tasmanian in jokes which no-one else could understand. The esteem with which the Hawkins Scholarship and the University of Tasmania is held at the ICC is high, and this is a reflection of the enormous respect with which Tim is viewed there. His involvement in the Court, and the work of the Hawkins scholars before and after me, has done much to achieve one of the goals of the scholarship – of connecting Tasmanians to the heart of the pursuit of international justice.

My whole year at the Court was a series of astounding and unparalleled moments, both personally and professionally, which were exciting, often very challenging and deeply humbling. It will be difficult to find another experience approaching what the Hawkins Scholarship enabled me to do, and I know that my time as a Hawkins Scholar will profoundly affect the rest of my life.

*About the author:* Bridget Dunne, Bachelor Arts-Bachelor of Laws (Hons) 2011

Graduate Diploma in Legal Practice – 2014, has told her story as a recipient of the Tim Hawkins Scholarship.

## **The Colombo Plan**

### **Pioneers in Tasmania: the Colombo Plan Students *Bob Clarke***

The following is a personal memoir of the arrival of a special group of students to the University of Tasmania. It is, of necessity, strictly limited on its scope, but it represented a major step forward in the lives of a number of students – for many reasons.

Before coming to University, I had met only one overseas-born student. That was a Dutch girl who came to the then Launceston High School into 4<sup>th</sup> Year, in 1949. When I arrived in

Hobart, the only student of non-European background that I can recall, at least with whom I had contact, was Siddiq ('Sid') Koya, from Fiji, a law student and centre half back in the Uni hockey team. Sid was, on the hockey field, big, loud, powerful and very physical, as many opponents could testify. Off the field, he was a real gentleman – quiet, polite and always smiling. He was joined, in 1952, by his younger brother, Abbas, who was the antithesis of Sid: short, stocky and very quiet and self-effacing. After graduating, Sid returned to Fiji where he became involved in Fijian politics, which even then was a little messy. Sid was elevated to the Prime Ministership *via* a political (i.e. non-military) coup. His prime Ministership was short and stormy. He left the political sphere and sadly, died many years ago, still in his fifties.

I think the Colombo Plan brought many of the overseas students in the early 1950s. The first overseas student at Christ College arrived in 1951. He was an Indian named Purichatre De Zoysa Abeysiriwardene, 'Abey' for short. Abey was a softly spoken student, and if memory serves me correctly, aiming for a Science degree. He had already graduated from an Indian University, I think Punjab, but apparently someone in his family at home rated Australian Universities higher. Abey soon settled into Australian ways and, ultimately married a Tasmanian girl, also a student at our Uni. He remained in Hobart and became a teacher. Sadly, he too has passed away.

In 1952, Christ College saw the arrival of a group of Malaysian students. I think the order of their arrival was Foo Yong Kean (Alan Foo to us), Goh Kee Song (Song Goh) and, in second term, Song Tan. Alan Foo and Song Goh both came from the town of Ipoh, well north of Kuala Lumpur. Alan's father, it was said, owned a rubber plantation and Song's father was his chief supervisor. Both Alan and Song were studying Commerce and Economics. Later, after graduating, both returned home to occupy, eventually, senior positions in the public service, one in Malaysia (Song) and the other in Singapore (Alan). Many years ago, I read in a Melbourne newspaper that Alan's wife had given birth to Siamese twins, joined at the head and that they were successfully separated by doctors in Melbourne. I contacted Alan and we kept in touch for a while, but lost contact when the Foos returned with the twins to Singapore.

In about mid-1952, Song Tan turned up. I think he came *via* an unsuccessful year in Auckland. I don't remember much about Tan – he was a very quiet fellow, and I cannot recall what course he was taking. I do, however, remember that he was an absolute wizard at language. He spoke at least four languages fluently. Over the Christmas vacation of 1952/53, he taught himself Russian, again fluently. I do not know where he went from Tasmania, but given his talent for language, I can well believe that he could have found a niche in the Malaysian Diplomatic Corps.

It was, I seem to recall, in 1953 that Christ College welcomed its first Thai student. I cannot recall his name beyond the fact that he told us to call him George, because we would have had trouble with his Thai name. I do remember that George was a better than average badminton player and, together with Alan Foo, Song Goh and a group of girls, formed a Badminton Club. I wonder if it still exists?

I know there were European students at University in the 1950s, but as far as Asian students were concerned, I believe those who lived at Christ College were the pioneers of the later generations of Asians who have been welcomed here. They were really pioneers and came into a new, and possibly strange, environment. I can only say that they gave us, probably insular, Tasmanians a new perspective. We experienced a new type of culture and new ways of looking at the world. Of course it was a two way street and our Asian friends also learned from us. I hope it was not detrimental to them!

The Christ College overseas students were all extremely happy blokes and fitted very well into the college life. I am happy that I was here at that time to share in what University and early Colombo Plan authorities may have looked on as an experiment. If it *was* an experiment it was successful, thanks to those pioneers.

*About the author:* Robert (Bob) J Clarke, BA Dip Ed 1954, spent four fruitless years teaching, then qualified as an accountant and is now enjoying retirement, reading Mediaeval History for relaxation. He spent four years living at Christ College and spent a couple of years working on *Togatus* and has contributed a number of other stories.

### **The Host Family Scheme** *Margaret Eldridge*

In 1964, arriving in Tasmania from London, I tried to understand what was expected of a university wife. Little it seemed, so I befriended my husband's overseas students. Their homesickness was my homesickness. In 1968 Jonathan Parapak, an Indonesian engineering student, approached families who entertained overseas students, called a meeting and proposed Operation Welcome 1969 to welcome newly-arrived overseas students and offer them a local family for friendship. Whilst many of the students were funded under the Colombo Plan, the Host Family Scheme was for any overseas student regardless of funding. A welcome picnic was organised at Randall's Bay. Before the present highway to Huonville was built, the road twisted and turned so by the time we reached the beach some of the girls had been carsick, but even so the picnic, with beach games, was much enjoyed. Some families maintained links with students they took that day and other students were linked to different families. I was asked to become convenor. Expecting my third baby I declined but the students were very persuasive and I convened the programme for 16 years.

We had no budget. Families covered all costs and we fiddled our housekeeping or accepted donations. I produced a booklet for families because some were apprehensive about the welcoming. It included advice on cultural differences, maintaining contact, simple, appropriate recipes avoiding pork and where to seek advice should difficulties arise. Every year we welcomed new families joining us on personal recommendation from existing families. I visited the newly-arrived students because I wanted to make links where there were common interests. Pre-computers, I had a card file detailing the families, their interests and preferences. Similar student details were spread on the carpet and I made informed decisions about who would suit whom! The Department of Science and Education had few privacy rules and gave me lists of incoming students and their addresses. I visited university colleges (Jane Franklin Hall, Hytten Hall, St John Fisher College and Christ College) and private accommodation. Later I let students know details of their Host Family and informed the families of their student. This was done before the welcome picnic which moved to



Browns River at Kingston. Unmatched students joined us at the picnic and met a Host Family then or later.

I purchased second-hand woollen jumpers and warm jackets, washed and repaired them. I couldn't provide enough! Some students opted not to have a Host Family but I kept in contact and included them in activities. We placed about two hundred students each year. Rural families offered holidays and we had a representative in Launceston. The Department of Education and Science welcomed professionals from overseas for training in Australia. Many came to the University and government departments and we organised a meal with local people for each participant. There were water engineers from Nepal, pharmacists from Indonesia and Omar Sharif look-alikes from Iran. We noted the isolation of women accompanying student husbands, often with small children. We created the International Women's Group, meeting in their homes with local women attending and providing transport. We offered English lessons and lent baby equipment. Later, when women students brought husbands, a group was established to help them. There was a huge need for student furniture and donations of desks and chairs were stored under our houses, until storage space was found under the University Arts Building. Before going home, students returned borrowed items and any additional items they had acquired.

We helped with orientation sessions for overseas students, held prior to the university orientation week.

We advised students on being good tenants, coping with Australian bathrooms, staying warm and healthy in winter and we answered numerous questions. I helped prepare the Overseas Student Handbooks and we assisted with International Nights and other functions. I was made an associate member of the Australian Institute of Welfare Officers, so I could refer on students needing professional assistance. This was before the University had delegated overseas student officers. The Host Family Scheme supported a loans fund for overseas students which started when a number of Malaysian students did not receive their grants and others had to make an unplanned journey home for a bereavement or emergency. This helped many students in difficult circumstances and no-one ever defaulted. We organised a mid-winter dinner when families brought food to share. We offered pre-departure orientation to prepare students for reverse culture shock. In collaboration with a colleague, I wrote a booklet on how to live economically in Hobart.

Many overseas students became senior bureaucrats and leaders and in one generation of Colombo Plan students from Sabah, nearly all became heads of government departments. Some of the hundreds of generous Tasmanian host families still stop me and remind me that I made arrangements for them and they are still in touch with their students. My family benefitted enormously from the 'uncles and aunties' and then host brothers and sisters and I remember the excitement when my daughter became 'big sister', finally older than our students! In 2013 I spent time in Laos with one of those Friends School Colombo Plan students who became my boss when I did several voluntary stints at Electricité du Laos. I presented English Language workshops at the University of Technology Malaysia, Melaka, where the Vice-Chancellor was a former University of Tasmania student. I visited Malaysia to meet alumni with a University of Tasmania delegation and I have also visited Korea, Indonesia and Singapore, where I stayed with students for whom we were host family or for

whom I made host family arrangements. Each time I have been overwhelmed by their generosity. When they share memories of Tasmania it is clear that friendships established through the Host Family Scheme were really important. A number of former students have returned, some organising 'Down Memory Lane' group trips and a second generation has come to study or travel.

The Host family Scheme became part of an umbrella committee with an administrative officer whose role it was to link the support for international students statewide. Sadly, the Council for International Student Support in Tasmania had its funding withdrawn by the University in 2001 and became unviable. Later the Commerce Faculty saw a need for international students to mix with locals, and their pilot programme became the Community Friends and Networks Program.

In 1992 I received the inaugural George Wilson Memorial Award for 'A person who has forged close links between Tasmania and Asia'. In 2001 I was awarded the Distinguished Alumni Award for Service to the Community 'in acknowledgement of pioneering work in providing support to and developing support mechanisms for overseas students studying in Tasmania' and in 2007 the AM. Humbling as these awards are, the rewards from the students have been more than enough. Just this week a commotion at my gate led me to face a battery of cameras and smiling faces. I immediately recognised the very first student for whom we were host family in 1969. He, his wife and five of their six children, a son-in-law and four grandchildren had just 'dropped in' from Melaka, Malaysia! It was a quick visit but lots of memories and their eldest daughter was back in her birthplace. Another outcome of the Host Family Scheme!

*About the author:* Mrs Margaret Eldridge AM, BA 1980, Grad Dip Educational Studies (TESOL) 1988, MA 2008, worked with refugees, migrants and international students, teaching English in the Adult Migrant English Service and the University English Language Centre. Her experiences in running the Host Family Scheme and in working as accommodation officer to international student for the University Union Housing Scheme formed the basis for her story.

### **Preparing for Global Engagement *Jonathan Parapak***

Having come from a simple, poor family in Toraja, Sulawesi, Indonesia, the opportunity to study at the University of Tasmania was truly a God-given blessing.

At the university I was immersed in an international environment, with students from Malaysia, Singapore, Hong Kong, Africa, and many other countries. It was a unique opportunity which prepared me for my international engagement in managing international submarine cable projects, serving as Chairman of the Board of the International Satellite Organization in Washington, a member of the High Level Committee of the International Telecommunication Union in Geneva, and representing Indonesia in International Tourism Organizations, Asean committees and WTO negotiations.

My field of study, Electrical Engineering focusing on telecommunications, and my practical experience during my study and after graduation at the PMG (now Telstra), prepared me well to become an engineer in PT Indosat (international telecommunications provider in Indonesia), and later president and chairman of Indosat. During my career in the technical area, I became one of the few early pioneering experts in satellite technology, and project manager of satellite systems, submarine cables, digital technology and mobile technology.

My experience in student life, as a leader of the Indonesian students' association, President of the Evangelical Union, and the Founding President of the overseas Christian Fellowship, was the foundation of a strong calling to participation in community life in Indonesia. After returning to Indonesia, I became the Founding Chairman of the Intervarsity Fellowship in Indonesia, and of Habitat for Humanity as well as pioneering schools in Toraja and other parts of Indonesia.

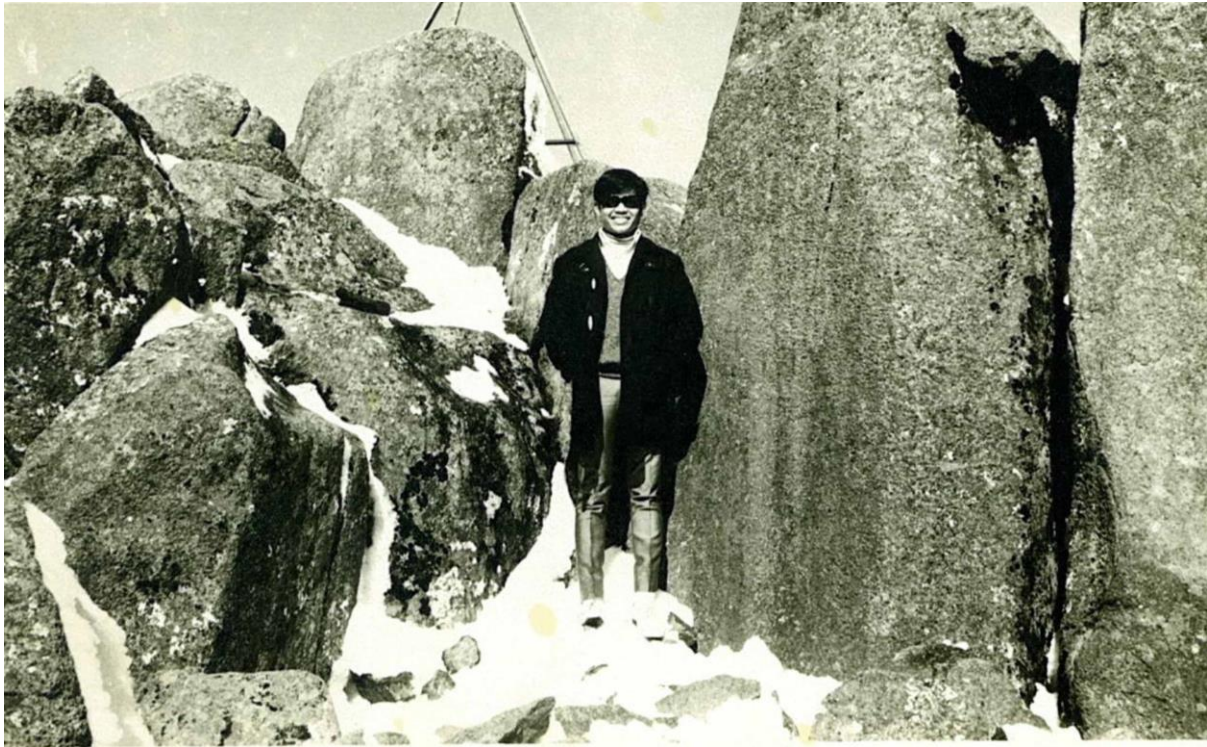
Currently I am serving as the Vice Chancellor of Universitas Pelita Harapan, one of the leading non-government universities in Indonesia, and also President of the Pelita Harapan Educational Foundation that operates 3 universities, 5 international schools in Jakarta, 8 national plus schools, and 17 Lentera Harapan schools throughout Indonesia.

I congratulate the University of Tasmania for celebrating its 125<sup>th</sup> year of service and pray that the University of Tasmania will be blessed for many years to come, producing many more graduates who will make an impact for the wellbeing of our society, in Australia and around the world.

*About the author:* Dr Jonathan L Parapak, BE, MEngSc 1969, Hon DSc MEngSc 1969, served as president and chairman of Indosat, the International Telecommunications company of Indonesia; Chairman of the Board of International Satellite Organization in Washington; member of the High Level Committee of the International Telecommunication Geneva; Secretary General of the Department of Tourism Posts and Telecommunications of Indonesia; and is now the Vice Chancellor of the Universitas Pelita Harapan and the President of the Pelita Harapan Harapan that operates 3 Universities and 45 schools. His education at the University of Tasmania and experience in Australia prepared him well for international engagements, his significant role in modernizing telecommunications in Indonesia, and now contributing to expand and improve education in Indonesia.

### **Unforgettable UNITAS   *Effendi Norwawi***

Whenever I need a happy thought, one that will always bring out a glow in me, I would recall my nostalgic and unforgettable days at UNITAS.



Effendi in Hobart 1968.

I have an endless list of all those wonderful memories that I cherish...the beautiful island where every turn is a postcard view, the amazingly clean fresh air, the warm, genuinely friendly people, always happy to greet you and the dedicated lecturers and tutors that I had the fortune to know. In particular, there was Professor Ralph Chapman who mentored me during the final year dissertation, and who impacted me for life. He taught me about clarity of thought and focus in the deliberation of an idea. His manner of reasoning and speech will forever remain with me. He had a unique, engaging and deliberate lucidity when making a case. I have often found myself sounding like him when making 'pitches' in my varied career.

The list of precious memories goes on...

But certainly, one recollection that stands out as special was my stint, living in a garage at 5A Princes St Sandy Bay. On my small, subsistence allowance from a government scholarship, sharing rooms with other students would have been the norm. Renting an apartment was out of the question. But this garage was a great compromise. It gave me the privacy of my own space and the first taste of living on my own – and within what I could afford.

The landlord was kind enough to turn the garage into a cozy, habitable area. There was just enough space for a bed, a small study table, even a kitchenette – and, very importantly, I could accommodate a bulky, second-hand TV in a corner. This gave me the bragging rights to my kids today, that like those world famous entrepreneurs, I too, started my life in a garage!!

For the first time in my life, I learnt to buy groceries, cook on my own, wash my own clothes; everything was by trial and error (the cooking error was painful!). But I enjoyed the independence and the pleasant discovery that I could manage on my own in this foreign country.

After about one year in the garage, I came to know of a landlady, looking to accommodate a student in her house. I felt I was ready to venture out. A kindly Mrs Jean King met and interviewed me. She offered to take me in almost immediately. I often looked back at this with amazement. She never asked for any CV, background information or references. I didn't have to prove I was not dangerous!! Don't we miss those simple 'trusting' days?

Hence began the chapter of my life with the Kings – which was to last for decades. They were the kindest, caring people I've ever known. They took me in and did everything they could to make me feel as one of the family. They insisted I eat with them. This was an eye-opener and a truly, life-impacting experience for the 20-year-old me.

I learnt how their evening meals together were so important in their daily rituals – how every member came to the dining table to share their experience of the day. There was the son, Keith, of about my age, who taught me about fixing and driving cars, about shooting and hunting. Bill and Jean King loved long drives to the countryside, picnicking and barbequing. This became such a part of me today; one of the things I always love doing with my family, especially on holidays, is going on long drives. And picnicking is always a treat for me.

Bill and Jean showed me the value of prudence and frugality. They would DIY almost everything – they made their own furniture, their own stereo system, their own plumbing and electrical repairs. Bill was always making something in his basement workshop.

Keith and his sisters, Andrea and Sharon, always treated me as one of them. I can just see their kind faces as I write this. One special memory I have of Mrs Jean King is how every morning she would wake me up with a beautiful, hot cup of tea. I don't think there's ever been a kinder landlady than her.

After I left University, we kept in touch for many years. I would travel back to Hobart many times to see them. What a sad day it was for me when I was informed that Jean had passed away. I kept going back to see Bill until he died a few years ago, at the age of 92. Those deep memories with the Kings, I will cherish forever.

That enjoyable stint in the garage, and the memorable adoption by the Kings, encouraged me to venture further. This was when I met another incredible family – The Hargreaves. Madge Hargreaves worked at the Library of the University. The best way to describe her – she was like those kind old ladies you see in Disney movies. Except, she was real. She was especially kind to foreign students. Being a mother herself, I think she empathized with these students whom she knew were away from home for the first time.

She was just a library assistant, a single mother, with a small income just enough to support her family of four children. But she had a big heart – there was always a ready meal for me whenever I visited their home – and the brothers and sisters were all genuinely happy to share what they had with me (and sometimes I even brought friends!) They were real, living examples of kindness and people who went about their daily lives doing as much good as they could, with whoever they met. Was it their religious upbringing? They were dedicated Mormons who practiced admirable values of sincerity and compassion in their daily lives.

Well the nice hot soup and the kindness of the Hargreaves weren't the only reasons I started to visit them regularly. Madge had a very attractive, friendly and cheerful daughter Mitz.

Mitz and I developed a wonderful relationship. From then on Tasmania become even more special to me.

The Hargreaves certainly left an indelible mark in me. Later in my career, in the many challenging situations I encounter, I often hear myself asking - how would John Hargreaves (the eldest and wisest) deal with this situation?

Up to this day, the Hargreaves and I are constantly in touch. We exchange visits. I have hosted them several times on their visits to Malaysia. But I know no matter how hard I try, I can never return their hospitality - the way they took me in when I was a complete stranger, a poor student, finding my way in a foreign land. For me, every time I get to see them again today, I'm reliving my happiest memories.

There's so much I have gained from those four years at the University of Tasmania. I think it's the perfect combination of a beautiful island; a vibrant campus in an inspiring setting; the friendliest and kindest people on earth; a faculty who will always have time for you. For such is the nature of this place, the people and environment.

It's no surprise therefore that the first thing I did on my retirement was to go back to UNITAS for a short sabbatical.

Forty years later, the University was still the same. Everyone did everything they could to make my four-month stay as pleasant as possible. Walking around the campus, you still sense the ubiquitous warmth and kindness. It's an institution set in a unique environment – a surreal island with its undisturbed nature's freshness and beauty, with people who are simple, happy, genuine and caring.

*To me there is no other like The University of Tasmania.*

*About the author:* YBhg Tan Sri Effendi Norwawi holds a BA (Hons) majoring in Development Administration from the University of Tasmania. He was conferred an Honorary Degree of the Doctor of Law from the same University in October 2000. He was made Adjunct Professor in Business (Tasmania) in November 2008 and Adjunct Professor in Business (Swinburne) in 2013.

Effendi was a member of the Malaysian Federal Parliament from 1999 to 2004 and later a Senator in the Upper House of Parliament (2006 to 2011). He was Federal Minister in Agriculture (1999–2004) during which time he initiated the modernization and commercialization of agriculture. He is a company chairman, with interests in property development, construction, media and flour milling.



### **My Island Homes: Java, Tasmania and the Colombo Plan** *Koesmarihati Koesnowarso*

I am Koesmarihati Koesnowarso and I am one of the first women to graduate in Electrical Engineering from the University of Tasmania.



Dr Koesmarihati Koesnowarso receiving Honorary Doctorate Engineering, University of Tasmania 2009.

I first arrived in Hobart in January 1962 when I entered the School of Engineering at the University of Tasmania as a Colombo Plan Student. During my study (1962-1965) I lived at Jane Franklin Hall. After my graduation I worked with the Hydro Electric Commission during 1966 before returning to my home country, Indonesia. In 2002, I came back to Hobart to attend celebrations for the 50 years anniversary of the Colombo Plan and I was presented with a Distinguished Alumni Award from the University of Tasmania. When I returned again in 2009, I received the award of Honorary Doctor in Engineering.

I came from Madiun, a small city in East Java Indonesia, where I lived with my 7 brothers and sisters and my mother after my father died in 1951. I spent most of my primary and high school life there. Amongst the group of engineering students enrolled under the Colombo Plan in 1962 was another Indonesian girl, Trismiati Harsono, who came from Kediri, also in East Java. We became good friends, studying at the same University and living at the same women's college and we remain friends to this day.

After we graduated I stayed with two Tasmanians, Carolyn McKay Kjar and Elizabeth Parkes, both alumni from the University of Tasmania and Jane Franklin Hall. Carolyn and Elizabeth were both teachers at Hobart High School. They were also my long life friends. Unfortunately Kitty has died, but Elizabeth and I still continue in contact, especially when I come to Hobart.

During my stay at Jane Franklin Hall, I felt that I had many new sisters and shared almost everything with them. During the holidays when we, the Asian students, felt so miserable, it was always the Tasmanian friends who invited us for picnics, barbecues, lunch and dinner, or to stay with them at their homes or on the farms. I came to love and later missed lamb chops, pumpkin soup, lamingtons and of course the delicious pavlova. Tris and I returned to Hobart together in 2010 for the 75<sup>th</sup> anniversary celebration of Jane Franklin Hall.



Koes, Tris and Margaret bushwalking at Cradle Mountain.

The Colombo Plan was a scholarship scheme operating from 1951, and, at that time, enabled the best high school graduates from membership countries in Asia to study an under-graduate degree at an Australian University. Trismiati and I were the first women students to graduate from the School of Engineering at the University of Tasmania.

We were also the first women engineering trainees at the Zinc Company, where we worked in the summer of 1962-1963, and then at the Hydro Electric Company where we worked as trainees in the summer 1964-1965 and as fully-fledged engineers during 1966.

Thank you to Hobart and the University of Tasmania for giving us the honour of becoming the first, and for giving us the experience of being students at your prestigious School of Engineering and the practical experiences within the industry. Being the first made us very tough and determined to do our best, so that the University and the industry would not be hesitant to accept women. We were very proud to see that, in 2002 when Tris and I and several other University alumni from Asia came back together to Hobart for the 50 years Colombo Plan celebration, we were greeted by many female students and even lecturers in the School of Engineering at the University of Tasmania.

The experiences I gained both academically and practically, and the experience within the working culture, equipped me well for work and enabled me to contribute to the development of my country. I am now 72 years old and I am still active, working in both Government and professional associations and lecturing post-graduate students at two Universities. I hope that whatever I gained in knowledge and experience I can pass on to the young generation in my country, Indonesia. May God give me strength and health that I can be always useful for them.





Tris and Koes in the final year engineering students class 1965. Photo supplied by Ted Best.

Congratulations to the University of Tasmania; you have made a great contribution to many countries by creating skilled professionals to work in those countries.

*About the author:* Dr Koesmarihati Koesnowarso, BEng 1966 PhD 2009 Distinguished Alumni 2002, was Director of Development of PT Telkom (1993-1995), CEO of PT Telkomsel (1995-1998), Senior Partner in Pan Systems Consultant (1998-2003) and Commissioner with BRTI, the Indonesian Telecommunication Regulatory Body (2004-2009). She is currently a member of the Advisory Committee of the USO (Universal Service Obligation) Implementation and Financial Agency under the Ministry of Communications and Information Technology of the Republic of Indonesia and has been since 2010. She has been a Board Member of CPR South – Communications Policy and Research South – covering Asia and Australia since 2009 and lectures post-graduate students in ICT Business and Regulation at the School of Engineering Telkom University – former STT-Telkom and in Telecommunication Regulation and Public Policy at University of Indonesia.

### **My Story: Kit Liew**

I am a cultural hybrid. The paternal side of my family had overseas connections. The maternal side had a scholarly tradition as my grandfather was an educated man with an imperial degree. I grew up in the Chinese countryside from the age of two. I received my primary education in rural village schools and market towns near Hong Kong until 1944 when the Japanese troops retreating from the Pacific flooded our district. Consequently I lost one and half years of schooling. During this period I went with other young boys to herd buffalos. At home I read books from my grandfather's collections.

After the war I attended a boarding school on the Huangpu Island in the Pearl River estuary. When communism swept over China, I opted for studies in English schools in British North

Borneo with the modest aim of eventually helping my father in his business. In 1950 calamity fell on my family in China under communist rule. I left school in 1952 and worked as an assistant primary school teacher for two years. My prospect of further education with family support was nil. Then the surprising news; Australia's Colombo Plan had awarded me a two-year teacher training scholarship.

Together with another lad, Thien Thau Khiong from Sandakan, we arrived in Australia in early March 1955. Instead of being sent like some others to a teachers' college in Melbourne, we were flown to Hobart to study at the University of Tasmania. Our scholarships were extended to a four-year Degree and Diploma of Education course, providing that we pass successfully our first year subjects. I was delighted by this news.

On arrival in Hobart we were taken to the YMCA hostel. Among the residents were Australians, Chinese students from Singapore, Malaya, Fijian Indian students, and some short term visitors from Indonesia. It was in this setting that I first learned about Indonesian ethnic tension. A middle aged Indonesian man complained to me over breakfast one morning that the Indonesian Chinese were not loyal subjects because they staged a public welcome for Zhou Enlai during his visit in 1954 for the Bandung Conference!

Although it was still early March, to one from the tropics it was already winter. On that first night in the YMCA we kept the bedroom window open for fresh air as one did in Borneo. We woke up with our first Tasmanian colds.

Confronted by the subjects listed in the University Handbook, I felt like a character in a classical Chinese novel who, finding himself in a magnificent garden knew not where to cast his eyes. Professor Hardy, Dean of Education, interviewed us in the Phillip Smith Hall. In trepidation we made our choices. We were reluctant to make incursions into unknown territories such as Economics, Commerce, Psychology, Ancient Civilizations or Modern languages. I dared not touch English, not even mathematics. We had had no teachers qualified to teach us maths at the matriculation level. With some private tuition from an engineer in advanced mathematics I sat for an A level examination in the London University's General Certificate of Education exam in 1954 but without success. So, after careful consideration we settled on History, Geography, and somewhat nervously, Philosophy and Political Science.

University life in 1955 was by no means smooth sailing for us. When classes began we found ourselves in considerable difficulties in understanding and taking down lectures. Aware of our problems the Colombo Plan authorities stepped in. We were given one additional private tutorial per subject per week in our first year. Our private tutors were all senior students in their honours year, and all of them subsequently pursued very successful careers. I remember especially Geoffrey Miller who tutored us in modern European History. He became ambassador to Japan. John Bigg who tutored me in Philosophy, later became a Professor of Education.

In 1955, I met only two other Colombo Plan students besides us. One was Kovit, a civil servant from Burma, the other was Manu from Thailand, a man who spoke with a carefully cultivated English accent, and always carried a note book on which he would write most artistically with a nib pen. He was also a very accomplished classical Thai dancer and was ever willing to perform when asked. He left after his second year. Years later I heard that he was a renowned English broadcaster on Thai Radio.

I don't know the exact number of overseas students attending the university in 1955. I knew about twenty Chinese students from Malaya and Singapore, half a dozen or so Fijian Indians, and one Indian student. Together they formed the Overseas Students Association. Here was my first experience of factional politics based on ethnicity. The Chinese students dominated the association by virtue of their numbers. They determined who should be on the committee and who were office bearers. I was elected to the committee although I was a new comer. Unfortunately this committee suffered from inertia and fell short of its members' expectations at the end of the year. At the AGM, a dissatisfied Fijian-Indian member moved a motion to censure the committee for incompetence and lacklustre performances, and wanted it recorded in the minutes. A Chinese member from Singapore rose to the committee's defence. He said that we all had our ups and downs for being human. It was unnecessary to be harsh and ungenerous towards members of this committee. The voting result was a foregone conclusion. The censure motion was lost.

With the continuing increase of overseas students over the next few years, the association grew stronger. By the 1960s the association was big enough to launch annual balls and feasts. Colombo Plan students also increased in great numbers. When I returned to the University as a history lecturer in 1966 and thereafter, quite sizeable groups of Colombo Plan students from Malaysia and Singapore studied Chinese history with me each year and for a number of subsequent years. Most of them returned to their countries after graduation to assume important roles in government and society. On the 50<sup>th</sup> anniversary celebration of the Colombo Plan in 2001 a large contingent of former Colombo Plan students turned up to take part. Among them was a Minister of Agriculture in the Malaysian federal government.

At the end of my first year, I was qualified to proceed to do a full degree course. I got a mail sorting job at the GPO for three weeks, partly to experience an ordinary Australian's working life, and partly to get some additional money for my travel. In January 1956 the Colombo Plan sent me to attend an education conference in Canberra after which I travelled up the East Coast to see a bit more of Australia.

When I returned for the new academic year, a tumultuous event took place at the University. Sydney Orr, Professor of Philosophy, who after the exam sent me a warm congratulation letter for getting a distinction in Philosophy and an invitation to attend his end of year party, was dismissed for inappropriate relations with a female student. My plan of continuing to do Philosophy II under his tutelage ended.

After a few weeks in the YMCA hostel we moved to live with the family of the rector of All Saints Church, the Reverend Cyril Coupe. In 1956 I moved to Christ College and enjoyed the collegiality of college life. The warden at that time was the Reverend Dudley, a kind, scholarly gentleman who offered to teach me Latin just in case I was called upon later to serve the Lord. He was succeeded by the Reverend John May, who had spent some time in a prisoners' of war camp in Tokyo. He introduced me to contract bridge and to another keen bridge player and lecturer in history, Mr Lawrence Le Quesne from Oxford.

Christ College had about 30 residents. Most of us were well behaved. Some were practical jokers. There was no curfew at night. One night I returned to the college, and found my bedroom light not working. From the dim corridor light outside my bedroom door, I saw someone sleeping in my bed. A closer look revealed a carved stone bust resting its head on my pillow. Jokes aside, many residents of my time embarked on highly distinguished careers

in various walks of life.



Christ College 1957. Photo supplied by the author.

In many ways 1955 was a critical turning point in my life, and my undergraduate years at the University of Tasmania from 1955 to 1958 were a germinant period in my intellectual development. Amidst my teachers and fellow students at the University I deepened and broadened my knowledge in the subjects I had chosen, particularly in the fields of history and Political Science which were my majors. Also in their company, I nurtured my analytical skills, objectivity, critical writing and thinking all of which prepared me for further academic pursuits.

*About the author:* Dr Kit S Liew, BA (Tasmania), PhD (ANU), lectured in History and Classics at the University of Tasmania from 1966 until his retirement in 1997.

## **After the Colombo Plan**

### **The Crown Princess Mary Scholarship    *Wayne Goninon***

All Tasmanians know of the fairy tale when Mary Elizabeth Donaldson (BCom/LL.B, University of Tasmania 1995) married His Royal Highness Prince Frederik of Denmark in Copenhagen in 2004.

Among the many wonderful wedding gifts the Royal couple received, was the gift from the University of Copenhagen of two scholarships, to be named Crown Princess Mary Scholarships. They were to be awarded to Australian students from partner universities to study at the University of Copenhagen.



I have the pleasure of being a long-time friend of the Donaldson family having worked with Mary's parents, John and Henrietta, at the University of Tasmania since the 1970s.



Her Royal Highness Crown Princess Mary

In 2006 when Her Royal Highness Crown Princess Mary came home to Tasmania on a family visit, Paula and I were invited to a family get together. It was here that I asked the Crown Princess if she would be happy for her *alma mater* to offer the Crown Princess Mary Scholarship to Danish students studying at the University of Tasmania on the mirror image basis of those offered by the University of Copenhagen.

She agreed instantly and I offered to work with her to administer the scholarship. I am truly fortunate to be able to liaise with her on all aspects of the scholarship and to know that she values my input.

So how does it all work? Mary's father (Professor John Donaldson, former longstanding Academic Dean at the University of Tasmania with many years' experience in academic administration and scholarship selection) and I consider the students' suitability for the scholarship, taking into account their academic merits, their extra-curricular activities, their referee reports and their motivation for studying in Tasmania. The scholarship recipients have been wonderful ambassadors for Denmark; some have extended their stay in Tasmania and many have kept in contact on their return to Denmark.

The Crown Princess Mary Scholarship has become one of the University's most prestigious and high profile scholarships. The ceremony is normally held in March at the University of Tasmania and the scholarships are presented, whenever possible, by Crown Princess Mary's sisters, Mrs Jane Stephens and Mrs Patricia Bailey and her father, Professor John Donaldson. The presentation is attended by the Danish community, senior University staff and other selected guests, and is celebrated with wine from the Danish Prince Consort's French vineyard. Sixteen scholarships were awarded between 2007 and 2014.

On their return to Denmark, the Crown Princess invites the scholars and their guests to attend a Reception at Amalienborg Palace in Copenhagen. They are received by the Crown Princess in a very relaxed atmosphere. She welcomes the scholars with a glass of champagne and friendly conversation. It is an absolute highlight for them, and for me to have the honour of making the introductions. The scholars leave elated after such a lifetime experience.

It's fitting that the University of Tasmania celebrates its 125th year in 2015 and we have the honour of Her Royal Highness agreeing to be its Patron. Long may this fairy tale continue.

### **The Crown Princess Mary Scholarship: Stories from three recipients**

#### **Rune Juelsborg Karsten 2007 recipient**

I remember that being the inaugural winner of the scholar ship created a bit of hype locally. I was interviewed by two local television channels after the official reception, something I haven't tried since!

Before I arrived at Hobart my main interests were terrestrial ecology and climate change. I undertook a research project with Mark Hovenden on a climate change experiment that he was doing on some grassland close to Hobart. The idea was to locally enrich the atmosphere with increased levels of CO<sub>2</sub> (called a Free Air Carbon Enrichment (FACE) experiment), in order to investigate the impact that a changing climate would have on the grassland. I managed to use this experience when I did my bachelor thesis. On my return to the University of Copenhagen I worked with a Danish equivalent of the experiment set up by Mark. It was a bigger and more thorough experiment, but the concept was identical to what Mark was doing. The results from my bachelor's thesis have been published at <http://onlinelibrary.wiley.com/doi/10.1002/ece3.564/full>.

The wilderness of Styx Valley, the beauty of Wineglass Bay and the rugged peaks of south western Tasmania made a big impression on me. I still remember visiting these amazing areas and I hope to be able to come back some day and experience the unique nature of Tassie. Besides the scenery, I enjoyed meeting the locals and being introduced to oysters and the pinot noirs of Tasmania. Acquiring a taste for pinots has been an enjoyable but expensive experience!

I was invited to the Palace to meet the Crown Princess a few years after my return to Copenhagen and presented her with a specimen of *Eucalyptus globulus*, the floral emblem of Tasmania. I sometimes wonder if that tree has survived the harsh Danish winters.

#### **Helle Susgaard Mouritzen**

In the beginning of 2013, I travelled the long way from Denmark to Tasmania to become an exchange student in Launceston. The exchange was a part of my final year as a nursing student. The following three months was a time full of amazing experiences, which I shared with some great people. Many of the experiences were only possible because of receiving the CPMS. I look back at my memories with the CPMS with a lot joy and pride and I am still amazed how many unique experiences that followed along with receiving the scholarship.

The day I received the message that I was chosen to be a CPMS recipient stands crystal clear in my memories and it was impossible for me to stop smiling the rest of the day. The only thing that worried me about the news was what dress I was going to wear to the ceremony, but then I had the perfect excuse for buying a new dress.

The ceremony was a greater event than I had expected. The thought of all the people who have travelled to Hobart and taken their time to celebrate with me and my two co-recipients was quite breathtaking. Suddenly it was hard to find words to the speech I held, words that could describe the bobbling feeling of joy and pride in this kind of recognition. The media was quite interested in the ceremony as well, because of the participation of Crown Princess Mary's sister, Jane Stephens. With all the attention following some newspaper articles, suddenly people in Launceston recognized me at the Launceston General Hospital. I had never expected to travel across the world or be recognized among strangers, but the attention only made me, if possible, even prouder of being a CPMS recipient.

The celebration continued when I was invited to the University of Tasmania Foundation and Award Dinner. The night was full of glamour and celebration and I met some very interesting people, who all had a special connection to the University. The award dinner was great example of the close collaboration between the University and the CPMS, and I felt honored to be a part of this.

The final part of my great journey with the CPMS was a visit to Amalienborg (the home of the Crown Prince and Princess) and a meeting with Crown Princess Mary, along with the other scholarship recipients from the past few years. The purpose of the meeting was to celebrate the scholarship and have the chance to say a thank you to the person who has created the strong bond between Denmark and Tasmania and who was inspired to make the scholarship possible for student exchange between the two countries. It was a truly amazing experience to meet such a warm and inspiring person, who has such an enormous value to Denmark and Tasmania. The Crown Princess was incredibly down to earth and very interested to hear all of our stories from Tasmania. Time flew and afterwards I found it hard to believe how lucky I was.

One open door often leads to another and the CMPS has given me some life-changing opportunities. And as a newly graduated nurse, I know that my exchange studies in Tasmania and the scholarship have been great part of a personal and professional development which has giving me the job of my dreams as a nurse. In that way the CMPS has had a major impact in my past and hopefully in my future, which I'm truly thankfully for.

I only hope that many other people have the chance to share some of the same great experiences with the University of Tasmania and the Crown Princess Mary Scholarships.

### **Katrine Nannestadt; A Tasmanian Fairytale**

In January 2013 I left Copenhagen on the first day of the New Year, ready for my adventure. I was enrolled at UTAS Launceston campus for one semester, as part of my bachelor degree

in Biomedical Science. I spend six weeks on the mainland traveling around enjoying life before commencing my courses at UTAS. I was quite happy with the life on the road and not too keen on starting University again. But good things were to come around for me this year. I went down to Tasmania and moved into a shared house where I met some very nice roommates and friends. After the first week back in school I received an email from Wayne Goninon informing me that I was a candidate for the Crown Princess Mary Scholarship (CPMS). At first I thought it was spam, and what is this CPMS? I had never heard of it before. I showed up at the first meeting with Wayne and his wife and two Danish nurse students whom I hadn't seen before, excited and grateful that this was actually happening. The two Danish nurse students had received the same email as I, and where as excited and curious as I. We learned that the Scholarship is an annual event and is granted Danish students in Tasmania and Tasmanian students in Denmark. There were six Danish students in Tasmania at this moment, including the three of us and only two or three would get the scholarship, therefore Wayne had to meet up with all of us and decide the lucky ones. As the scholarship is granted at a reception at the Hobart campus, we were all invited to come there and be part of the event, even if we weren't chosen for the scholarship. The three of us looked at each other and said: we'll be there! We wanted to go to Hobart anyway and see the city and enjoy the warm summer there. A few days before we went to Hobart we got an exciting email from Wayne telling us that the three of us had been awarded the CPMS, jumping up and down with excitement we threw ourselves into a car and drove down to Hobart for the weekend, the scholarship reception was held on the following Monday and we thought we'd get the most out of it while there. We stayed at a very green hostel called the pickled frog, went to MONA, Mt. Wellington, and Port Arthur, we had fish and chips at the waterfront, saw Salamanca market and went out dancing in the nights. 4 am at Mobius I met a Tasmanian man, that later turned out to be an important person in my life. I did not know that when I said yes to spending Sunday evening with him. We went for a walk to a tiny beach in Kingston saw fairy penguins, and we talked about everything and nothing. We ended up talking all night, so he drove me to the CPMS reception next morning. With no sleep and coffee and Redbull, I tried my best not to look tired. I think I was falling in love and so happy about the whole scholarship situation that no one noticed the lack of sleep. The reception went well and with a giant cheque, wine from the Danish Crown Prince and a great experience richer we went back to Launceston.

I started to visit Hobart every weekend, sometimes we went for trips and I got to see a lot of the beautiful island during my stay. When my semester ended I had to go back to Denmark to finish my degree. In September I got another email from Wayne telling me that him and his wife were going to be in Denmark soon, and that all the CPMS winners were invited to come see Mary at the castle in Copenhagen. What an experience. After having met the Danish Crown Princess my own Tasmanian Prince arrived in Denmark. Unfortunately he was only allowed to stay for six months, so now I am back in Tasmania, living the fairy tale with my own Prince.

### **Singaporeans at the University of Tasmania** *Jiajan Wang, Bryan Lee and Aaron Peng Jianxiong*

The Singaporean community at the University of Tasmania has grown steadily over the past few years, especially with Tasmania's increasing popularity as a destination for students keen to pursue degrees in medicine and law. The Singapore Students' Society (SSS) in Hobart has over 140 members, and we have compiled some stories below from our students studying at



the University of Tasmania in celebration of the University's 125<sup>th</sup> anniversary.

The various faculties in the University have given SSS a great deal of support since its inauguration, particularly the Law Faculty in lending weight to the career initiatives of the Singaporean students in recent years. We would like to take this opportunity to thank the University and all staff members for their assistance over the years, and we look forward to even better years ahead.

***Jiayan Wang, Year 3 Law***

I was first introduced to the University of Tasmania at a University Fair by a very vivacious law professor who went out of her way to secure my enrolment. A few months later on her second trip to Singapore, she then rang me up and gave me a few law books for some light reading during my gap year to better prepare me before the degree. This level of hospitality and care continued throughout my past few years at the University of Tasmania, where I saw multiple professors take on duties beyond what is ordinarily expected of them to assist international students with personal issues. What drew me most to the University of Tasmania before I began my studies was the unique level of closeness and bond between the students and faculty members, as promised in the brochure, due to our relatively smaller class sizes. However, we have been given so much more than merely an opportunity to address Professors by first names; instead we were given a whole new unparalleled level of support.

The University of Tasmania may be a relatively small University, but the teaching staff is bursting with passion and opportunities of growth for students are abundant. Over the years I have seen many shy and hesitant peers develop into assured law students under the coaching and encouragement of tutors. I love how student feedback is given great weight and consideration in improving the faculty and courses conducted, and how easily approachable tutors are. Furthermore, it continues to amaze me that the University recruits a good number of senior international students to tutor juniors via ISSP programmes, and commissions international student leaders to meet prospective students at University Fairs. These are initiatives distinctive to the University of Tasmania experience, and one that made me feel so lucky to be here, and to be given the chance to be so fully engaged with the University while studying here.

***Bryan Lee, Year 4 Medicine***

When I started at the University of Tasmania four years ago, I was most definitely not prepared for what I was about to face. My expectations for university life were completely crushed that first Clubs & Societies Day we had, as summer was coming to a close. Having been in the dance club and on a cheerleading team back in high school, I was looking forward to picking both up again after a two year hiatus while I'd been serving in the army. Instead, the closest thing I found was a Dance Music Society. The Medical Faculty had no revue of its own. I was lost, bereft, cast adrift in an uncaring world.

Four years on and things are looking up. There have been more and more clubs and sports and societies started since my days as a lowly first year. Often we aren't quite aware of how important extra-curricular activities are. We might be at university to obtain knowledge in a certain area, to gain enough mastery over it that we might move on to bigger and better things. However, we are not insects. While specialisation is required in certain things, we should not let that become our be all and end all. Activities outside the classroom, whether in sports, or arts, or anything at all, give us the opportunity to grow and express ourselves in ways that tests and exams never will.

While the University of Tasmania does not yet have a dance club, even now, I look forward to the coming years as they hold ever increasing promise. Hobart itself is growing as a city, with all the social, cultural, and economic accouterments, and I believe that the University of Tasmania and its students will play a major part in that growth.

***Aaron Peng Jianxiong, Year 4 Law***

Having grown up in the city-state of Singapore, I was accustomed to, and perhaps spoilt by the various conveniences of being able to walk or commute everywhere (it takes about an hour to travel by car or train from one end to another end); to having supper past midnight; and to walking around one of the many shopping malls in the city on weekends, among others.

This is why it took me quite some time to get used to the island state of Tasmania. The culture, the society, the university- while I had some idea of what to expect from sharing sessions from various seniors and lecturers I met in Singapore before I actually came over - life here was really different and took some getting used to.

The modern conveniences above were slowly replaced by daily gatherings for cooking (a skill that most students profess to have some proficiency in, though mostly dubious), group study sessions (the first year of law was the most stressful year in my life), not to mention various road-trips.

Instead of pining for what isn't here, one of the many life lessons I learnt in my three years here was to change my perspective to focus on appreciating what we have, and it really wasn't hard considering how beautiful this place really is.

Slowly but surely, I fell in love.

I love how the clouds and sky always look radiant; I love how pristine the beaches and national parks are; I love how the air here is so fresh; I love how there's so few people around most of the time; I love how the people here are pleasant, polite and friendly.



Falling in love - from one island state to another. Photo by Aaron Peng Jianxiong

And of all the experiences I had here, what I love most is how rainbows almost always appear after the rain. I have given you here one of the loveliest sights I had been lucky enough to witness at Bruny Island. It had been raining heavily the entire day and this single, fleeting moment of brief respite lifted our hearts with joy. Perhaps you too, will understand why a part of my heart will always be here even as I head back to Singapore after the completion of my degree.

Tasmania, you will be dearly missed.

*About the authors:* Jiayan Wang, LLB 2014. Aaron Peng Jianxiong, LLB 2014, is also a keen landscape photographer. Bryan Lee Zi-En is a final year MBBS student. As well as his interest in dance and performing arts, he is the Founder and President of the Singapore Medical Society of Tasmania (SMST, 2014), President of the Singapore Medical Society of Australia (SMSA), and Founding Vice-Chair of the Tasmanian Student Pathology Society (TSPS).

### **Home Away from Home at the University of Tasmania    *Saras Varatharajullu and Shanty Priya***

My sister, Shanty, and I were glad to share the experience of coming to Tasmania together. She was studying straight law and I was doing a combined program in business and law. My journey with the University of Tasmania first started with John Fisher College (JFC). I took up the role of Social Convenor in 2012 and again in 2013 with my sister joining in as the sports convenor. This was the first time the both of us had immersed ourselves in the Australian culture and it was such a rich experience.

The University of Tasmania and JFC became a home away from home and some of our closest friends came from our time in the college. It was even more exciting for me because I got to plan the JFC 50th Anniversary Ball where we had current and past collegians coming back to celebrate together.

We both love playing sports and in particular netball so it was a given that when we first came down we went to the TUU building to look for an existing netball club. When we were informed there wasn't one, we took it upon ourselves to start one up. We went through the process with the help of Ingrid at TUU. And now after 3 years, the netball club is stronger than ever with new students taking up leadership roles in the club. In 2013, Shanty who is the more sporty one of us, decided she wanted to play futsal too and that led to social futsal being played every weekend and soon after, a couple of students came together and started up the TUU futsal club in 2014.

In that same year, 2013, I worked as a Student Engagement Leader for the University of Tasmania and am currently still in that role. This was the job that got me involved with a whole new spectrum of students and staff. Working with staff like Dona and Matt has been truly wonderful. I got to meet more international and local students, organised events for the students and more importantly shared my skills and learned new skills. One of the more rewarding projects we organised was running funds for a Primary School in Sierra Leone that was affected by the Ebola Outbreak.

2014 was such an exciting year for both of us because we took up positions in the TUU. In 2013, I met Isaac working as a Student Engagement Leader for the University of Tasmania. Isaac spoke and encouraged me to run for a position in TUU. I, in turn, spoke with my sister and asked her to run as well because of her love for sports. So we both ran for Campus President (South) and Sports President. When we won, I can't describe how happy we were!



Saras Varatharajullu (left) and Shanty Priya, at Shanty's graduation 2014. Photo supplied by the authors.

Taking up the positions was hardwork and something we lived for. There were ups and downs in the year and it was comforting to know we had support from all our family, friends and partners. We were honoured to have served the students of the University of Tasmania as State Council members, worked with the talented and intelligent colleagues in TUU and we truly value the lessons and experiences we gained from our time in TUU. It was also good fun to organise the O Week (Violent Soho was my first true introduction into the Australian music scene), World Cup Final Screening and Funk Run, to name a few. TUU also gave us a chance to meet some of the behind the scenes staff of the University of Tasmania and TUU who have done outstanding work in their positions and in their support of us.

These past 3 years have been a whirlwind for both my sister and me. She just graduated in December and it was a bittersweet moment when she had to leave. She constantly says that she can't believe how much she has fallen in love with Tasmania and the people in it. Coming to the University of Tasmania, in her words, was one of the best decisions she has ever made.

Now with 2 years left to my degree I can only imagine the new memories I will get to create. I was fortunate enough to get into the Singapore Society Committee as their Social Representative, the Students Legal Services as their Secretary and to retain my position as Student Engagement Leader. With these roles together with netball and futsal every week, I know 2015 in the University of Tasmania is going to be amazing!

Having only experienced 3 years of the 125 years that the University of Tasmania has been around, I can only imagine the thousands, nay millions of memories that exist of the University. This University has given my sister and me wonderful memories, friends and a study program that is world class. I am proud to say that I'm now a part of the University's rich history and wish the University of Tasmania 125 years more of growing culture and success.

### **Down Memory Lane** *Ann Choo*

My first memory of Tasmania was how green and hilly it was, with lush green hills in the distance as I viewed the scenery from the airplane. My second memory was how cold it was!

I had arrived in Hobart in the middle of winter of 1998 with 10 other students from Malaysia on a twinning program to read Law at the University. Although the weather was cold, I had a warm welcome by my homestay hosts. And over the two years which I spent in Hobart, I had felt the same warmth and welcome from my seniors and my lecturers at the Law Faculty and the community which I was attached to.



Ann Choo. Photo supplied by the author.

### **Student Life at the Law Faculty**

Before I came to Hobart, Professor Rick Snell visited my college in Malaysia to introduce the University of Tasmania to our class and give a short briefing of the Law Faculty. He was dressed quite formally in a suit and tie, and I was trying to follow his Aussie accent. Imagine my surprise, when I turn up at the Law Faculty in Sandy Bay for the orientation with the other students to see the same professor dressed in jeans and a t-shirt, greeting us with a big smile!

That was my introduction to an establishment of close working relationships, genuine interest in the students' welfare and a high professional standard of legal work.

The Law Faculty took special interest in the international students and provided for us extra tutorial classes for our core subjects. This helped me tremendously in my understanding of the subjects and built my confidence in expressing views and legal perspectives.

The lecturers and the staff held a high professional standard in their work and that passed onto the students to do well. Yet, the lecturers had always been approachable and took personal interest in each student's legal development and understanding of their subjects. I remembered I struggled with my coursework on Antarctic and Southern Oceans Law, which was an elective subject and very different from any subject which I had done. I took it out of interest and to fulfill my electives. The lecturer was very gracious and patient in explaining the legal concepts to me, and took the extra effort and time.

I am very grateful to the Law Faculty, the lecturers and staff for the training and molding of my legal mind and to provide me with a platform to grow my legal knowledge. When I graduated in 2000 with a degree in Law, it was one of the proudest moments of my life.

### **International Students Committee**

Outside the normal student life of assignments, lectures and exams, I was involved in the International Students Committee with the Tasmania University Union. I was the Sports Coordinator and part of the organizing committee for the Multicultural Week and International Night.

This gave me the opportunity to be exposed to various international student groups and to work with different cultural backgrounds. I enjoyed learning from the international students, their culture, and history of their home country. This also gave me a chance to work with the TUU and with local students.

Through sports and multicultural events, the relationships among the international students and integration with the local students were fostered to a deeper understanding of each other. I was proud to be part of those partnerships.

### **Housemates and Overseas Christian Fellowship**

Living away from home was quite challenging as well, but having 4 wonderful housemates who became sisters to me and 5 neighbours who are like brothers to me made it easy. We lived on a property on View Street, Sandy Bay, in 2 separate houses. Our homes were always open for dinners, tea times and special gatherings. The warmth of fellowship and camaraderie built bonds of friendship which last until today.

My involvement with the Overseas Christian Fellowship (OCF) started with living with these housemates of mine. Having to decide to move into a property being shared by 10 people would make me think twice, but looking back, I have never regretted that decision. Living as one big family, gave me opportunities to learn from my housemates how to care, love and accept one and another, warts and all!

The OCF was very small in numbers when I joined in 1999. But through the commitment of my housemates in serving the community and much prayer, we welcomed more Christian students and those wanting to know more about Christianity. It was a testament of God's grace and the close bonds we had.

### **Looking Back**

Although my time in Tasmania and the University was not very long, the memories and bonds built have given me strength and encouragement as I entered into my next phase of life. And by looking back, I am able to look forward to keep striving to new heights and opportunities!

*About the Author:* Chiew Ann Choo is a Partner in the law firm of Messrs CC Choo, Hazila & Teong, Kuala Lumpur, Malaysia. She holds a LL.B Degree from University of Tasmania, Australia and has been in practice since 2001. Her area of legal practice includes conveyancing and banking; estate/probate matters; and matrimonial matters. She is also a member of Footstool Players, a theatre group established to provide quality entertaining and thought-provoking dramatic productions with regard to matters of faith in using theatre as a medium of communication.



### **My Life as an International Student    *Hina Durrani***

I am Hina Durrani from Pakistan. Two of my brothers, Burhan Durrani and Hissam Durrani, travelled to London for their higher education and now work with the Royal Bank of Scotland. Instead, I moved to Tasmania where my youngest brother, Waqas Durrani, was excelling academically and as a community leader.

Education, and especially education for women, has been important in my family across the generations. My great-grandmother, Begum Hamdam Sultan Kamal-ud-Din-, studied at University and promoted education for women around the world. My grandfathers were my inspiration to seek higher education from a foreign university. My maternal grandfather, Commissioner Malik Saleh Mohammad Khan Lehri, obtained his MA LLB from Aligarh, India and my paternal grandfather, Col (R) Sardar Zahur Ahmed Khan, was educated at Aitchison College, Lahore (then India) before he joined the Dehradun Military Academy during the Second World War. I had obtained a Master of Public Administration and was working as a manager at Barclays Bank PLC when I decided my next step was to gain a Master of Professional Accounting Specialisation at the University of Tasmania, which I am completing in 2015.

When you join a university your expectations change. Your focus is on building bridges between your study experience and real industry to ensure what you are learning provides you with opportunities in the work force and, at the same time, you seek balance between your studies leading to professional development and enjoying a healthy student life.

It is a big decision to become an international student as this brings major changes. One needs to ensure that the environment is safe and there is support available not only for studies but also for community engagement and networking. These are some of the factors that led me to Tasmania and helped towards my achievements. I am a Student Ambassador for the University of Tasmania and also for CPA (Certified Practising Accountants) Australia. I have worked as Student Engagement Leader at the University and currently working in Global Engagement. I am a Board Member of the Multicultural Council of Tasmania.

My priorities are, and will always be, education, opportunities for women and global peace. *About the author:* Hina is currently a student, studying for her Masters of Professional Accounting at the University of Tasmania.

### **Waqas: the Archer Warrior and the University of Tasmania    *Waqas Durrani***

*It's not about if you can or cannot, because if you really want to, NOTHING is impossible! –*

I come from a Pathan family of Pakistan and my tribal background is from the Durrani Empire which ruled in Afghanistan from the 17<sup>th</sup> century. My name, Waqas, means 'Archer Warrior'. When I came to the University of Tasmania as an international student, I found new opportunities though at first I was unsure if I would be any good. I have always thought of the famous quote from Jinnah, the founder of Pakistan, who said 'Failure is a word unknown to me' and this has taught me the lesson of never giving up.

One of the first things I tried was sport. In modern Pakistan, cricket and soccer are the mainstream sports and played by almost everyone, but I always wanted to try something different and so when I came to Australia I began to learn archery, a renaissance of ancient



times when our ancestors sought their prey with technique and a sharp eye. In spite of my doubts, I persisted and today I am successful at this sport.

In 2013, I founded the Tasmania University Pakistani Society (TUPS) to represent Pakistan as a country at the University and have an independent platform for Pakistani students to promote Pakistani culture and celebrate. Our society has organised a number of events which also involved the wider university student population. One such event in 2014 was the Lollywood Gala, organised at MONA, Tasmania. This showcased glamorous multicultural performances and attracted about 200 guests and raised more than \$1,000 for the Make-a-Wish Foundation.

In 2014, I was elected General Secretary of TUU (Tasmanian University Union). One of my key projects has been to promote the extension across faculties of the Corporate Internship Program, which aims to increase work opportunities for students from international backgrounds and domestic students in Tasmania. I worked on getting host organisations to provide students with internship opportunities that would lead to work experience and better employment opportunities in industry.

I have wider goals in the global community. I remember feeding ducks as a child on the weekends, and this developed a profound passion within me to contribute to mother earth. I worked voluntarily as a child collecting donations for the flood-affected areas, earthquake victims, and for the polio medicine drops scheme. There are three things I am now focussed on in my community. Hailing from Pakistan, I have witnessed countless infants suffering from polio and their deprivation from a healthy life disheartens me. So first, I wish to see the elimination of polio from the developing countries. Second, we are all born as equal human beings and I aspire for all of us to live as equals. The quality of food, clothing, shelter and education should not be determined by the size of our pockets; these are basic necessities for a healthy mind and soul and should not have a high price that some can and others cannot afford. Third, global peace and harmony are the messages we should demonstrate with our words and actions. With love and affection for each other and animals and nature, we can make this planet a much better place to live and one that we can proudly call our 'Mother Earth'.

I personally have received a lot from Australia and find immense pleasure in contributing to the community as a token of appreciation. I believe volunteering is not an extra add-on; instead it is the right thing to do. For all the comfort that I have had in life makes me feel I am obliged to serve the community and I enjoy every bit of it. Bringing a smile to someone's face and helping the needy makes me feel useful and worthwhile.

*About the author:* Waqas now holds a Master of Professional Accounting (Business Management) from the University of Tasmania and works in the accounting and finance sector where he hopes one day to become a CEO.

## **The University, Tasmania and Australia**

### Global Solutions to Regional Challenges *Merian Ellis*

One of the key features of the University of Tasmania's North West campus is that from its inception more than twenty years ago, staff and students have worked with the community to create innovative and often internationally relevant solutions to local issues.



D Building Cradle Coast, 2015. Photo supplied by the author.

The Cradle Coast Campus evolved from a community push in the early 1980's for tertiary education in the North West region. The University responded to the demand by creating study centres in Burnie and Devonport. Students were taught by travelling lecturers and undertook distance education with support from local tutors.

In 1995 the University cemented its presence in the North West with the opening of the purpose-built Mooreville Road campus in Burnie. The new buildings included teaching and learning facilities plus a wing for agricultural science research. The expansion embodied the University's strong belief that student numbers would grow and that research would become an internationally significant output from the campus.

This vision for the campus has become a reality with more than a thousand students currently enrolled in study through the Cradle Coast Campus. Ongoing research projects cover a plethora of topics relating to agriculture, health, regional development, the arts, education and business.

Whilst international debate over climate change continues in some quarters, researchers from the Tasmanian Institute of Agriculture (TIA) at Cradle Coast Campus have provided farmers with some practical tools to deal with future environmental challenges.

TIA Dairy researcher Karen Christie helped to develop a software program that not only allows farmers to get their heads around the concepts of climate change, greenhouse gas emissions and carbon pollution but lets them work out how much gas is being produced on their farm.

As part of his PhD research, TIA plant physiologist Keith Pembleton focussed on identifying the genes responsible for the expression of climate adaptation traits in Lucerne. This knowledge will guide the direction of future plant breeding to develop species that will survive in different climates around the world.

The Institute for Regional Development (IRD) was established at the Cradle Coast Campus in 2007 to support regional development and innovation through teaching and research programs. The IRD has forged local connections with the North West community to identify and develop initiatives that can make a significant positive difference locally and translate to other regional communities in Australia and other countries.

Research carried out through the IRD by Dr Cherie Hawkins identified the complex issues that shape career aspirations of teenage girls in regional areas such as NW Tasmania. Another project completed last year by Dr Angela Castles focussed on the issues associated with the spread of regional communities into surrounding agricultural land.

Developing strong networks with both industry and community has enabled the campus to respond to regional needs. These networks enabled an understanding of the need for relevant, flexible and accessible courses that recognise experience and expertise as starting points for study. The Graduate Certificate of Business was developed in response to this need and since 2011 more than two hundred local employees have completed the course, building the management and entrepreneurial capability of local businesses. Many of these students have continued to study towards Masters level qualifications.

Work with the local manufacturing sector identified a need to upskill local employees to enable businesses to remain internationally competitive. The response involved collaboration between the University of Tasmania, State and Federal governments and provided subsidised training in lean practices to maximise business efficiency and productivity. Local businesses such as Penguin Composites are already feeling the benefits of the program. Manager, David Mercer, who completed the training program, along with sixteen of his employees, said his team are cutting the time to complete projects by hundreds of hours by implementing the lean processes.

The Rural Clinical School (RCS) provides high quality training for medical and health students in a rural and regional setting. It offers year long programs for Year 4 and 5 medical students from Hobart and 'rural weeks' for Years 1-3 medical students to give students a taste of living and working in a rural environment. The RCS, with assistance from its medical students, runs careers and practical skills workshops for local high school, college and primary school students. Community representatives meet twice a year with Rural Clinical School staff through the Community Advisory Board and provide feedback and support for student placements.

The RCS has two locations. The main campus is located in Burnie between the North West Regional Hospital and the North West Private Hospital. The Mersey Centre for Excellence is located within the Mersey Community Hospital at Latrobe. Both campuses serve the needs of medical students, junior doctors, postgraduate students and health professionals and students in the region.

The Cradle Coast Campus now offers domestic and international students self-contained studio apartments at its recently completed West Park Apartments. There are forty apartments, located on the beach, a ten minute walk from the city centre of Burnie. These are conveniently placed on the main bus routes to the campus locations. Students at West Park have access to communal spaces, including laundry, common rooms, a cafe and resident-only computer lab.



West Park 2015. Photo supplied by the author.

The Cradle Coast Campus of the University of Tasmania supports the aspirations and career opportunities of its students and it supports research which produces outcomes that reverberate around the globe. At the heart of its operations lies commitment to its local community and it is this that cements its place as both a leader and a service provider in the region.

*About the author:* Merian Ellis is the Media and Communications Officer for the Cradle Coast Campus.

### **Helping Canberra Out: Tasmania and the Commonwealth Public Service    *Patrick Gourley***

Ulverstone's Roland Wilson caused a stir when he became Tasmanian Rhodes Scholar in 1925. He was the first student from a state school (Devonport High) and the commerce department to receive the scholarship. Worse than that, he had not studied Greek or Latin. Such was the kerfuffle he thought about resigning the award and taking a job at Cadburys. When the Classics Professor R L Dunbabin heard about Wilson's intentions he gave him stern advice about the meaning of moral courage. It worked and young Roland headed for Oxford with the scholarship in his back pocket.

In 1930 he returned with PhDs from Oxford and Chicago to become a lecturer in the Commerce Department at the University of Tasmania. He didn't like lecturing and when, in 1932, the acting Commonwealth Statistician, L F Giblin, offered him a position as an Assistant Statistician, Wilson accepted. He was the first economist to be appointed to a senior position in the Commonwealth Public Service.

When Giblin was a member of the University Council he had encouraged Wilson when he was an undergraduate. The Ulverstonian was also urged on by Professor Douglas Copland, who then held the country's only chair of economics, and James Brigden who was a lecturer in the faculty.

Ian Castles, a later Commonwealth Statistician and Finance Department Secretary, says that Giblin, Copland and Brigden effectively established economics as a disciplined area of study and work in Australia. They were also critically important advisers to governments at the State and Commonwealth level during the depression of the 1930s, the Second World War and the postwar reconstruction.

However, their protégé, Wilson, outdid them.

In 1935 he declined an offer of the chair of economics at the University of Tasmania to be an economic adviser to the Commonwealth Department of the Treasury. In 1936 he became the Commonwealth Statistician. In 1940 he was appointed Secretary of the Department of Labour and National Service in which he created a division to begin planning for postwar reconstruction. He was among Australia's representatives at major conferences on how to arrange the international economy in the post war era and his work was much praised by Maynard Keynes.

On 1 April 1951 he was appointed Secretary to the Department of the Treasury, a post he held until 1966. It was the heyday of Treasury influence in the Commonwealth. The Department initiated much policy advice and proposals from other departments struggled to survive without Treasury support. It was also a period of general economic prosperity that Treasury advice helped to promote.

Castles says that 'Wilson was the commanding figure in Australia's economic bureaucracy'. Indeed, it's hard to think of a more significant and influential public service adviser in the history of the Federation. Thus, almost by definition, it could reasonably be said that Wilson has had greater effect on public policy in Australia than any graduate of the University of Tasmania. As shy and self-effacing as he was, it's unlikely such a thought ever occurred to him.

Of course Giblin, Copland, Bridgen and Wilson were not the first people from the University of Tasmania to join the Commonwealth public service. Many followed them. Although the numbers are impossible to calculate, it's likely that Tasmanian graduates have been disproportionately represented in the Commonwealth Public Service and the wider Canberra workforce, for example, in its universities and other educational institutions and authorities like the CSIRO.

There are a number of reasons why this is likely to be so.

Apart from those with professional qualifications in engineering and the sciences, law, medicine and the like, during the 1960s the Commonwealth, at the instigation of the then Public Service Board, began to recruit graduates for more general management and policy jobs most of which were located in Canberra. Few other large employers did so at the time.

Not coincidentally, the role of the Commonwealth government, in part as a consequence of the Whitlam government, was expanding into areas such as health, the environment, education and social policy that were attractive fields of work for many.

During the 1960s and 70s most of the head offices of Commonwealth departments were moved to Canberra where, as a consequence, the population grew rapidly and in some years exceeded 10%.

At the same time population growth in Tasmania was low and job opportunities for many of the increasing number of University of Tasmania graduates were not so abundant. These limitations did not apply to anywhere near the same extent in the mainland capitals many of whose inhabitants regarded Canberra as a place to be avoided for employment or other reasons. Canberra could not, it was thought, match the chances and excitement of these capitals, including Adelaide.

So a mix of factors made life in Canberra attractive for University of Tasmania graduates. There may not have been another of Wilson's stature among them but that's setting an almost unmatchable standard. It would be invidious to list names but at many levels and in many fields, including in the ACT government, these graduates made significant contributions to better public policy and administration. At a purely local level, it's not fortuitous that the structure of the ACT secondary education system looks a lot like Tasmania's.

Much of the work done by these graduates is difficult properly to appreciate. Of necessity, much of it is typically conducted behind closed doors. It does not have what we now like to call the 'profile' of the attainments of those who earn prodigious amounts of money in the private sector or who try their hands as politicians or who are great at sports or who otherwise become famous sometimes almost by accident. But the contributions of those who have followed Wilson from the University of Tasmania to Canberra are worth remembering for the good work they have done for the nation.

*About the author:* This author is a University of Tasmania graduate who has written other stories for this project.

### **The Tasmania Scholarships Program *Eoin Breen***

The Tasmania Scholarships Program was envisaged by Vice-Chancellor Alan Gilbert in 1994 as a means of addressing some critical issues which the newly amalgamated University faced. Enrolment was below capacity in the merged entity and increased competition from interstate universities for Tasmanian students, especially the most talented, posed a threat to the future position of the University as one of the nation's leading institutions. Further, working against Tasmania's interests, Commonwealth funding in future years was also likely to favour areas of Australia where demographic growth was greatest.

Gilbert's concept was for the University to fund 200 highly prestigious Tasmania Scholarships at undergraduate, honours and research levels which would exploit the comparative advantages of the University as the one university in the State and ensure its standing at a national and international level. International students would be included in the scheme by being provided with significant fee reductions.

The proposed undergraduate scholarships were the most creative. Tasmania National Undergraduate Scholarships would be merit-based awards which would target highly capable local and interstate school-leavers by offering a package of support valued at up to \$20k per annum. This included a generous living allowance, HECS fees and support for accommodation costs. Twenty awards would be available each year to the top 1% of students from around the nation. These scholarships would only be offered in those areas where the University had excellent teaching and research and each student would be mentored by an outstanding academic who would guide them through their undergraduate course and provide early insights into the rich opportunities for postgraduate research in Tasmania.

A range of other awards was also provided for at undergraduate level (including for successful current university students), at honours level and for research, through Tasmania Research Scholarships.

Gilbert's highly valuable undergraduate scholarships stood out in the national market which in 1994 had very few scholarships on offer. Only the Australian National University had a modest program of scholarships available while the universities of New South Wales and Wollongong offered industry sponsored engineering awards. However, the reality of Tasmania's situation was that too many of its brightest young people were being lured interstate and the University was not able to attract sufficient students with similar ability from interstate, except in Medicine. Vice-Chancellor Gilbert saw a clear challenge – to claim its position in the first rank of Australian universities, Tasmania had to be a preferred destination for many more highly qualified undergraduate and postgraduate students. A 'quality' agenda would in time make the university more robust in a range of areas particularly research output, staff recruitment and, of course, the growing overseas student market.

Funding such an ambitious program was going to be an issue. Fortunately at the time the Australian Government had provided additional resources for those universities achieving benchmarks in teaching and research. Around \$2.5 million was diverted to fund the initial years of the scheme from 1995.

The advent of the scholarships program complemented the role of the recently established University Foundation. It would partner with the University in seeking financial and corporate support for endowments to fund the scholarships and also for direct sponsorship of students in either professional degree programs or for those from various regions of the State. In effect the arrival of the scholarship initiative was fortuitous for the Foundation whose directors were well-placed to seek corporate support within the Tasmanian community. Many beneficial relationships flourished giving early success to the Foundation as it sought out its role within the complexities of a University which was initially slightly ill-at-ease with close commercial relationships. Likewise, sponsoring students rather than the University was more attractive to the Tasmanian business community new to the ideas of corporate philanthropy.

The Tasmanian Government also came on board with an annual commitment by Premier Ray Groom of \$60k to fund three scholarships for Tasmanian school leavers to be called the Premier of Tasmania National Undergraduate Scholarships. This support, along with additional bursaries for regional students introduced by Premier Jim Bacon, continued until 2014.

A program as ambitious as Tasmania Scholarships meant a re-alignment of priorities within the University's administration. A Tasmania Scholarships Office was established which oversaw their development and the marketing of the University's programs locally and nationally and, through UNITAS Consulting, internationally. A management committee chaired by the Vice-Chancellor which included the Chair of Academic Senate, the Registrar, three Executive Deans and the representatives of the University Foundation was accountable to the University for the implementation of the program and its budget.

The advent of the Scholarships Program gave the University, for the first time, the opportunity to market itself widely within Australia, especially to the high school market. A package was prepared, built around the generous scholarships on offer which sold the University in terms of its unique degree programs, its research excellence, the success of its graduates, the advantages of studying in a smaller university and the quality of lifestyle in Tasmania. Materials were sent to all high schools Australia-wide and there were recruitment drives by University staff in most states. Many students nationally were alerted to the University and its broad course offerings through this initiative.

The impact of the Tasmania Scholarships Program was dramatic with significant increases in interstate applications and the recruitment through scholarships of very capable students at all levels, especially commencing students. In the initial year, 1995, and again in 1996 there was an immediate drop-off in the number of local students in the top 20 based on TCE results moving interstate. The University welcomed a distinct group of bright, engaged young people at undergraduate and honours level from every state and from overseas.

Headwinds were gathering, however. As Vice-Chancellor Don McNicol took over the reins in 1996, the newly elected Howard Government was set to slash funding for the nation's tertiary institutions. The Scholarships Program, as had been envisaged, was not sustainable - even in better circumstances. The Foundation had not been able to acquire significant sums of money that were unattached which could have been used to underwrite the program. The quality funds were drying up and the University's budget risked being exposed to significant liabilities without major surgery to the program itself. The number awards was slashed, as was their value, particularly the flagship Tasmania National Undergraduate Scholarships which were reduced to \$10k per annum.

At the same time, Vice-Chancellor Gilbert, now at Melbourne, launched his Melbourne Scholarships program, a carbon copy of the successful Tasmanian scheme. Other universities followed suit. From 1997 competition for talent increased dramatically and again uncomfortable numbers of the brightest young Tasmanians were lured interstate with scholarship support. Recruiting talent from interstate to replace local students from then on became more difficult and the University funded Tasmania Scholarships were largely utilised to retain the best students in Tasmania, with good success. The format of the program to the present is largely unchanged, rewarding those students who opt for tertiary study in their home state. It has effectively over the years ensured that some hundreds of highly capable Tasmanians are alumni of this University.



By this stage in the Program's life there were significant developments occurring which are the enduring story behind the Tasmania Scholarships initiative. The University Foundation had begun to establish a reputation for itself in the State, and the University's Tasmania 2010 project which engaged with all sectors of the Tasmanian community had built goodwill for the University, particularly in the corporate sector. The Scholarships Office had devised a simple template which allowed businesses and individuals to establish named scholarships - with the University taking care of most of the administration. In short, it had become easy to get involved in supporting students.

A few significant bequests arrived at roughly the same time which likewise set the pattern for long-term support of the University's students. Amongst these were the Cuthbertson Research Scholarships which the late Sir Harold and Lady Jean Cuthbertson bequeathed to further research in agriculture, aquaculture and forestry. They remain the most prestigious research scholarships at the University.

Another significant bequest was from the late Basil Griston who had spent the later years of his life working with homeless youth at Kingston. The scholarships, named after his sister Joyce, were to support students without financial means to attend university. At the time, there was no credible selection process in place to assess financial hardship which could cater for the large number of applications being handled by the scholarship program. The Scholarships Office and Student Support Services set out to devise an assessment template which made the administrative task manageable and fair.

Success in awarding the Joyce Griston Scholarships meant that wider programs to support needy students could be envisaged funded from corporate and individual philanthropy. The most vital initiative was the establishing in 1998 of the West North West Bursary Program which provided a vehicle for the community in the North-West to address the under enrolment in university amongst the youth of the region. Research had indicated for some time that cost was the greatest disincentive for otherwise well-qualified people from the region attending university. North-West businesses, state and local governments and generous individuals financed up to 15 new awards each year through the West North-West Bursary Program while other companies supported scholarships in various professional programs.

Supporting students with capacity but without means resonated with Tasmanians. The range and diversity of awards offered to students over the next decade grew and spread to all regions of the State and these were eventually complemented by the introduction of a national, federally funded Commonwealth Learning Scholarships program which was managed until recently through the Tasmania Scholarships Office. At its height around 1200 students received financial support each year.

Support for the University Foundation's fundraising for scholarships continued to grow augmented by the Foundation Awards Dinner which each year showcased to the wider Tasmanian community around 200 bright, focused young people who had received scholarships. These Awards Dinners were unique events in the Australian university scene connecting disparate organizations and individuals to the University and significantly enhancing its status in the community. Businesses, mindful of the opportunity to engage with potential employees, were enthusiastic about the events and built up their support through undergraduate, honours and research scholarship offerings.

In tandem with the program of sponsorship of awards, the number of scholarships emanating from bequests, endowments and fund-raising initiatives continued to grow giving the University a highly diverse pool of awards with which to support students in many aspects of their undergraduate, postgraduate and even post-university careers. It's likely that no other Australian university offers its students such eclectic support, and on such a scale, to reward talent and provide new opportunity and experiences.

Indeed, the success of the Tasmania Scholarships Program is not just in garnering support and opportunity for the thousands of students who have already been nurtured by the program since its inception. Rather it has been in establishing a framework which will allow significant other philanthropic individuals to make a difference to Tasmanian students' lives in the years ahead, in perpetuity.

Had he had the opportunity, looking back over 20 years of the Tasmania Scholarships Program in the context of the 125<sup>th</sup> anniversary of the University of Tasmania, Vice-Chancellor, Alan Gilbert, would be well pleased with what he inspired.

*About the author:* Eoin Breen, BA Dip Ed 1972 (Queen's, Belfast) managed the Tasmania Scholarships program from its inception in 1994 until September 2007. He subsequently worked for 6 years on bequests and endowments for the University of Tasmania Foundation. In these roles he oversaw the establishment of many of the scholarship and bursaries currently offered to students.

### **Once Loathed, Later Loved *Natalie Price***

A diminutive suited man sits alone, sipping a steaming coffee and fiddling with his Ipad in Lazenby's, the bustling student café of the University of Tasmania. Unbeknownst to students milling in the lunch time café, this unassuming grey haired man is the University Chancellor, The Hon Michael Field AC.

In 1989, Mr Field was at the pinnacle of political career, as the Labor premier and treasurer of Tasmania, gaining government through the historical 'accord' with the Greens. He reflects on what he believes was his most challenging moment of this time, 'there was a fiscal crisis, there was a recession and there was dealing with the Greens.' Mr Field worked to remedy state debt and initiate a strategy for future fiscal administration, one of these measures included making 3000 public servants redundant. Condemned at the time, he has later been praised for making the courageous decision.

Mr Field is the kind of person who enjoys thinking about the 'big picture'. When discussing political change he quotes Niccolò Machiavelli's *The Prince*:

For he who innovates will have for his enemies all those who are well off under the existing order of things, and only lukewarm supporters in those who might be better off under the new.

Field believes that while he made the necessary decisions on an intellectual basis to solve the issues he faced, he did not do enough to aid community understanding. As a result, many viewed him as a failure and an insensitive brute. He explained:

When I'm in a crisis situation, I tend to go very calm. I tend to be very focused, and if it's a personal thing, I can be seen as cold. I tend to switch off my emotions and think logically. So, I can be seen as an unfeeling bastard.

The hard-nosed politician and now eminent chancellor's childhood could have been a Huckleberry Finn adventure. Growing up in the small Tasmanian town of Railton, Michael was the fifth child in a family of eight. He describes the days as idyllic, spent riding bikes, hanging out with friends by the river. The family home was a social hub, with a tennis court and swimming pool. An energetic person, Michael was sent around the state playing in tennis tournaments and getting to know kids from all around the state, which was important to him.

In late 1962, as a teenager Field was listening to The Beatles first hit 'Love Me Do' on the radio, as he headed home on the rattling school bus. The progression of the Beatles phenomenon reflects a personal journey for Field, '[t]he Beatles and I grew up together,' he reminisced. They broke up in 1970, the year Field left university.

Field majored in Political Science and History at the University of Tasmania, beginning in 1967. He did not participate in university politics and was never on the 'radical' student union of the time. In 2000, Field received an honorary Doctorate of Laws, for his service to the university and the state.

Field says that his time at university was transformative and forced him to question all his values. Brought up as a conservative Catholic, Field went to John Fisher College. He remembers:

The biggest event at Uni for me, was when my best mate registered as a conscientious objector, and was the first in Australia to be let off on the basis of being an agnostic. I unthinkingly put my name in the barrel, but he said to me: 'Fieldy, I won't go to Vietnam. I'll go to jail first', I can still remember his words.

Field was profoundly influenced by his best friend's declaration, which ignited his interest in politics. In 1975 Field had been travelling overseas with wife, Jan, when he heard about the sacking of Gough Whitlam. He headed back to Australia and stood for Labor at the next available state election.

Later when he retired from politics in 1997, Field became the chairman of the Tasmanian Innovations Advisory Board, and also chair of the Australian Innovation Research Centre. He has also worked as a leadership consultant. Field identifies *Leadership Without Easy Answers* by Ronald A. Heifetz as a book that has had a big influence on his thinking. 'You can orchestrate how change happens, and that's the challenge of leadership. Heifetz breaks down how you deal with adaptive challenges and orchestrate change,' he said.

Field states that one of the most important lessons he has learnt from his leadership roles is that, '[i]n order to lead you have to have a strong sense of self, you have to work out who you are, otherwise when you get into turbulent water, you lose yourself.'

In his role as the Chancellor of University of Tasmania, Field chairs the university council, and is legally responsible for the governance of the University. He also has a ceremonial role, in relation to presenting degrees. Mr Field believes the future is bright for the University of Tasmania within the present policy settings although he is concerned by the proposed cuts to higher education. He explained:

At the university we will have huge adaptive challenges if the budget goes through, but we will be able to confront that issue as well as any university in Australia because the issues have already been explored, so there will not be a reactive response.

Michael resides with his wife Jan in Eaglehawk Neck on the Tasman Peninsula. 'It's a beautiful place, we live on 1.4 hectares and as a kid I always needed space, that's still the case.' Field is still an active man, fishing, setting pots for crayfish and even diving for abalone in his spare time. Mr Field enjoys the coastal lifestyle. He believes that nowhere else in the world could one be so close to the city and yet live above a beach, looking out at the ocean, wild and glistening as far as the eye can see.

*About the author:* Natalie Price, BA 2014, majored in in Politics & Public Policy and Journalism, Media & Communications. She is currently completing a Master of Teaching but hopes to continue with journalism in the future. This story came about because Natalie realised that, while Michael Field's later political involvement is well documented, less was known about the tales of his youth and the events which triggered his entry into the political sphere.

### **University of Tasmania Graduates and State Parliament *Don Wing***

The first graduate of the University of Tasmania destined to later serve as a member of the Parliament of Tasmania was Albert Edgar Solomon (BA 1895), eclipsing Herbert Nicholls for this honour by one year. Nevertheless, Nicholls, later to become Sir Herbert, was the first University of Tasmania law graduate to enter parliament, graduating in 1896, three years after the Faculty of Law was established. In 1900 Nicholls was elected to the House of Assembly as an Independent member, so becoming the first University of Tasmania graduate to be elected to the State Parliament. He was Leader of the Opposition from 1904 until he became a puisne judge in 1909. He served Tasmania as Chief Justice from 1914 until 1937. Nicholls was a strong supporter of the fledgling University whose very existence was sometimes under attack in those early years.

Solomon, described as having a precocious intellect, matriculated at the age of 13, gained a law degree in 1897 and an MA and LLM in 1903. He was elected to the House of Assembly in 1908. He became Premier in 1912 aged 36 being the youngest to do so at that time. As Minister for Education he presided over the establishment of the Phillip Smith College and the first State High Schools. In April 1914 his party lost office and he died in October of that year, aged 38.

These pioneering gentlemen began what has become an increasingly regular practise of many University of Tasmania graduates, especially in law, serving as elected members of the Tasmanian Parliament. Many have become Premiers, Leaders of the Opposition, Ministers and Presiding Officers. Regrettably, limitations of space will not permit detailed coverage of them all in this article and Greens members are not included as there is a separate story from Senator The Hon Christine Milne.

Tasman Shields (later KC) graduated LLB from the University of Tasmania in 1906, having previously been admitted to the Bar of the Supreme Court of Tasmania in 1894. He had a thriving legal practice in Launceston as a barrister and was an Independent member of the Legislative Council from 1915 until 1936.

F B Edwards graduated in law in 1909. An Ulverstone legal practitioner, he was the first University of Tasmania graduate to serve in more than one House of Parliament. Elected to the Legislative Council in 1921, he was an Independent member for Russell until 1933. He later became a Nationalist Party member for Darwin (now Braddon) in the House of Assembly from 1934 until 1946.

After gallant military service earning him the Distinguished Service Order (DSO) Award, H S Baker (later Sir Henry) gained his LLB in 1913 and LLM in 1915. He was elected to the House of Assembly in 1928 as a Nationalist Party member for Franklin, immediately becoming Attorney-General and Minister for Education. He was Leader of the Opposition between 1936 and 1946 and then moved to the Legislative Council in 1948 to become the Independent member for Queenborough. He remained there until his death in 1968. Sir Henry was President of the Council for the last nine years of his life. He was a long-serving member of the University Council (1928-34 and 1940-63) and was Chancellor from 1956 until 1963.

Albert George Ogilvie (later KC) was born in March 1890 in the Victoria Tavern in Murray Street, where his father was the licensee. This establishment later became well known to many articulated law clerks, in particular! Having graduated in law in 1914, Ogilvie was elected to the House of Assembly in 1919 as an ALP member for Franklin. He joined the Cabinet of Joseph A Lyons in 1923 as Attorney-General and Minister for Education; resigning in protest in 1927. When Lyons resigned and moved to the Federal Parliament in 1929, Ogilvie replaced him as Leader of the Opposition, contrary to the wishes of Joseph Lyons. Ogilvie was Premier of Tasmania from 1934 until his untimely death in 1939.

Reginald Charles Wright (later Sir Reginald) burst into the political arena with his election to the House of Assembly in 1946 as a Liberal member for Franklin. He graduated LLB in 1927 and BA in 1928. He was admitted to the Bar of the Supreme Court of Tasmania in 1928 and while practising law, lectured part-time in law at the University. He enlisted in the 1st AIF in 1941 rising to the rank of Captain. After serving for three years in the State Parliament he resigned and was elected to the Senate where he served with distinction from 1950 until 1978.

William Charles Hodgman (later QC) graduated LLB in 1938. In 1955 he began a nine year period as a Member for Denison – initially as a Liberal member but resigning from the Party and becoming Independent towards the end of his term. In 1971 he was elected as an Independent member for Queenborough in the Legislative Council. Serving two six year terms he retired in 1983, becoming President of the Council in his last two years.

By his election to the Parliament he made a significant contribution to the emerging Hodgman Political Dynasty. This began when his uncle, Thomas Hodgman, served as a member of the House of Assembly between 1900 and 1912. It gained momentum and has been secured by the election of WC Hodgman's two sons, Michael and Peter, and his grandson, Will. By defeating long serving sitting member Ronald Brown (BCom - 1947), William Michael Hodgman LLB 1962 (later QC) was elected in May 1966 as the Independent member for Huon in the Legislative Council, aged 27. He resigned in May 1974 to contest unsuccessfully the Federal seat of Denison, a seat which he won in the December 1975 Federal Election. He served twelve years in the Federal Parliament until an unfavourable redistribution of electoral boundaries contributed to his defeat in 1987. He then served for a total of eight years in the House of Assembly on two separate occasions. Peter C L Hodgman was elected to the Legislative Council in 1974 as the Independent member for Huon to fill the vacancy created by his brother Michael's resignation. He resigned in 1986 to successfully contest the State Election becoming a Liberal member for Franklin in the House of Assembly from 1986 until 2001, serving many years as a Minister.

William Edward Felix (Will) Hodgman BA, LLB (1993) son of Michael Hodgman QC is the most recent member of the Hodgman Dynasty and was elected as a Liberal member for Franklin in the House of Assembly in 2002. He was Leader of the Opposition from 2006 until the 2014 State Election when he retained his seat with a massive personal vote and became Premier when, under his leadership, the Liberal Party was swept into power with a substantial majority.

The 1964 State Election saw three University of Tasmania graduates elected as members for Denison in the House of Assembly. They were Mervyn G Everett BA (1942) LLB (1947) (later Q.C.) Labor; Robert Mather BCom, and Dr Nigel Abbott MB BS LLB both Liberal. Everett immediately became Minister for Health, serving in that capacity until the Labor Party lost the 1969 Election. Upon the Party regaining power in 1972, he became Deputy Premier and Attorney-General until he entered the Senate in 1974 until 1975. He later served on the bench of both the Supreme Court of Tasmania and the Federal Court. He assisted as a part-time lecturer in the Law Faculty and the University of Tasmania granted him a posthumous award of Doctor of Philosophy for his research in the Nuremberg War Lists.

Two high profile Tasmanian Rhodes Scholars were elected at that 1969 Election as Liberal members for Denison. They were former Law professor Robert (Bob) Wilfred Baker, LLB (Hons) BCL (Tasmania), B Litt (Oxf), and a former student of his, Eardley Max (later Sir Max) Bingham LLB (Hons) (Tasmania), QC, BCL (Oxf).

Baker had trained many of the lawyers who went on to become parliamentarians and he followed them as a member of Parliament. His expertise was used in chairing a number of

Parliamentary and Planning Committees and in the detailed consideration of legislation. He served as a member of the House of Assembly until 1980.

Bingham served in a number of portfolios in the Bethune Government (1969 -1972) including Attorney-General and was Leader of the Opposition from 1972 until 1979. With the election of the Gray Government in 1982, he was Deputy Premier and his portfolios included Attorney-General and Education. He was innovative and progressive. He was the first Minister in Australia to present legislation for the creation of the Office of Ombudsman and he initiated the much applauded Community Service Orders system as an alternative to prison in appropriate cases. This scheme has been adopted extensively interstate and overseas. He resigned from Parliament in 1984, subsequently joining the National Crime Authority. He was knighted in 1988 and in 1989 he became the Founding Commissioner of the Queensland Justice Commission. An active supporter of the University he was a recipient of the University of Tasmania Distinguished Alumni Award.

The Whitlam Dismissal on 11 November 1975 was probably a motivating factor, which led most, if not all, four young ALP members to stand and be elected to the House of Assembly at the State Election held on 11 December 1976. They were: Julian Amos PhD (Denison), Terry Aulich BA (Lyons), Michael Field BA and Greg Peart BA B.Ed DipE (both Braddon). Peart served only one term and the other three all became Ministers. Amos served for a total of thirteen years during two periods: first from 1976 until 1986 and the second 1992 until 1996. Aulich lost his seat in Lyons at the 1982 State Election and was elected to the Senate in 1984. He remained there until 1993.

Robert Graham BA (Hons) DipUrbPlanning, served for two periods as a Labor member for Denison – the first from 8 September 1980 until 15 May 1982 when he was elected on a recount following the resignation of Neil Batt. The second was by recount on 12 July 1984 following John Devine's resignation. He served in a number of portfolios until 8 February 1986.

Gabriel George Haros LLB was elected in 1980 as a Liberal member for Denison in the House of Assembly. He was not endorsed by the Liberal Party for the State Election in 1986; he stood as an Independent and was defeated.

Peter Benson Walker LLB (Hons) served one term in the House of Assembly as a Liberal Party member for Denison in the House of Assembly from May 1982 to February 1986.

Also in May 1982 Don Wing LLB (1962) was elected as an Independent member for Launceston in the Legislative Council. Retiring in 2011 he was President of the Upper House from 2002 until 2008.

Peter G Patmore LLB DipCrim, PhD (Political Science) (2000) was elected to the House of Assembly as Labor Party member for Bass in 1984. He served as Deputy Premier and held several portfolios, notably Attorney-General and Education, until he resigned from

parliament in 2002. In 2000 he gained a PhD in Political Science and has been a lecturer in the Faculty of Law at the University of Tasmania since 2010.

The re-election of the Gray Government in 1986 saw it strengthened by the election, as Liberal members of the House of Assembly, of three high profile University graduates. They were: John M Bennett LLB (Denison), Nicholas CK (Nick) Evers BA (Hons) (Franklin) and Peter E Rae BA (Hons) LLB (Bass). They all became Ministers immediately and each served in a number of significant portfolios until the defeat of the Gray Government in 1989.

Rae had recently resigned as a Senator, having spent seventeen productive years in the Senate. He became Chairman of the Hydro-Electric Commission (1993 - 2004 ) and continues to play a leading role internationally in Renewable Energy organizations and conferences.

Michael Field was Premier from 1989 until 1992 in a Labor-Green Party Accord. He was one of that rare breed of political leaders prepared to make unpopular, but correct and necessary, decisions notwithstanding the inevitability of that leading to the defeat of his government. In 2000 the University of Tasmania conferred on him an Honorary Doctorate of Laws for service to the State and the University. In the 2003 Queen's Birthday Honours he was awarded a Companion of Honour for service to Parliament. In 2012 Michael Field AC was appointed Chancellor of the University of Tasmania.

The State Election on 20 March 2010 resulted in an influx of six University of Tasmania graduates as members of the House of Assembly. They were Elise Archer LLB and Matthew Groom BA LLB (Tasmania), LLM (Melbourne) both Liberal, Denison; Michael Ferguson BEd BAppSc TTC Liberal and Brian Wightman BEd MEd Labor, both Bass; Jacqueline Petrusma BCom Liberal, Franklin and Rebecca White BA, BCom Labor, Lyons.

All except Wightman were re-elected at the 2014 State Election. He served as Attorney-General and Minister for Education in previous Labor Government. Michael Ferguson, now Minister for Health was a school teacher and served as Liberal member for Bass in the Federal Parliament between 2004 and 2007. Rebecca White served briefly as Minister for Human Services towards the end of the Giddings Government. Jacqueline Petrusma had experience as a registered nurse and now Minister for Human Services and Women. At the 2014 State Election, Guy Barnett BA (1984) MA (1995) Bass and Madeline Ogilvie, Labor Denison, were elected to the House of Assembly.

Guy Barnett was a Liberal Senator from 2002 until 2011 and previously had a consultancy practice. Madeline worked as a lawyer both in Australia and overseas and was engaged by organisations including Telstra, UNESCO and CSIRO.

## **The Firsts**



Whilst Albert Edgar Solomon was, in 1895, the first graduate of the UTAS to be later elected to the Parliament of Tasmania, with Sir Herbert Nicholls being the first graduate to be elected in 1900, Judy Jackson is believed to be the first female graduate to achieve both distinctions.

Judith Louise Jackson BA (1968) DipEd (1969) LLB (1981) was elected to the House of Assembly in 1986 as a Labor member for Denison, having been a school teacher before her election. In Parliament she served in a number of portfolios including Attorney-General and Minister for Health, during her twenty year parliamentary career.

Entrenched conservative community attitudes placing inadequate importance on matters of gender equity were largely responsible for the small number of women previously standing for election and seeking University qualifications. It was not until 1903 that women were eligible to vote in House of Assembly elections and they were ineligible to stand until 1921. It was not until 1968 that full adult franchise was granted for Legislative Council elections. The nineteen eighties saw an increase in the number of women graduates and in the number of them nominating for Parliament. The fact that fewer had done so previously gave the opportunity for a number of 'Firsts' to be achieved.

Suzanne Deidre (Sue) Napier BA (Tasmania), MA (Leeds) was prominent among these trail blazing women graduates. She served as a Liberal member for Bass in the House of Assembly from 1992 until 2010 and in Liberal governments. She was the first female Liberal Leader and Cabinet Minister in Tasmania. She was the first female Leader of the Opposition in Tasmania. She was the first female Liberal Deputy Premier in Tasmania. She was the first female to lead a Division (Tasmanian) of the Liberal Party of Australia.

Sue Napier served as Minister in many portfolios including Education, Youth Affairs and Transport. For health reasons she did not contest the 2010 State Election and died of breast cancer that year. The University of Tasmania has two memorial scholarships in her honour for Faculty of Education students.

Larissa (Lara) Giddings BA LLB was first elected to the House of Assembly in 1996 as a Labor member for Lyons. Then aged 23, she became the youngest woman elected to any Parliament in Australia. Defeated in 1998, she was later elected in 2002 to the electorate of Franklin. In 2011 she became Tasmania's first female Premier, in which capacity she served until her government was defeated at the 2014 State Election.

Silvia J Smith BA was elected for a six year term in May 1997 as an Independent Labor member in the Legislative Council electorate of Westmorland (changed to Windermere in 1999). She was previously the Labor MHR for Bass in the Federal Parliament for one term. She is the first Tasmanian female to serve as a member in both the State and Federal Parliaments. She is also the first female ALP member to represent a Tasmanian electorate in the Commonwealth House of Representatives.

Kathryn Hay BEd was elected as a Labor member for Bass in the House of Assembly on 20 July 2002. That made her the first woman of Aboriginal descent to be elected to the Parliament of Tasmania. She retired on 18 March 2006.

David John Bartlett BSc became Tasmania's 43rd Premier in May 2008. He was elected as a Labor Party member for Denison on 1 April 2004 by a recount of votes to replace former Premier Jim Bacon who resigned on health grounds; Bartlett became Deputy Premier on 9 April 2009. David Bartlett was Minister for Education and retained that portfolio after becoming Premier. He resigned as Premier on 24 January 2011 to spend more time with family and resigned from Parliament on 13 May 2011.

Heather Rose Butler BA was elected to the House of Assembly as a Labor member for Lyons in May 2005, by a recount following the resignation of Ken Bacon. She held the seat until she was defeated in March 2010. She was named in the Inaugural Tasmanian Honours Roll of Women (2005).

The Hon Dr Vanessa Goodwin BA LLB 1993 (Tasmania), MPhil (Crim) (Cambridge) 1997, PhD (Tasmania) 2006 was elected as the Liberal member for Pembroke in the Legislative Council on 1 August 2009. Upon the election of the Hodgman Liberal Government at the 2014 election, she was appointed Attorney-General, Minister for Justice, Corrections and the Arts as well as the demanding role of Leader of the Government in the Legislative Council.

There are currently thirteen members in the forty-seat Parliament of Tasmania who are graduates of the University of Tasmania. Many aspects of education at our University better equip graduates for parliamentary careers. Our University, with smaller class sizes, provides greater opportunity for discussion of many and varied subjects and issues; both during structured lectures and beyond them, and with both academic staff and fellow students. It is often said that in Tasmania, where the population is smaller than in other Australian states, politics are more personal. At the same time, learning in Tasmania is also more personal – and it is not confined to academic subjects. Students' thought processes are developed and they absorb the culture of the University. In this climate, it is not surprising that almost one third of the current members of the Parliament of Tasmania are graduates of the University of Tasmania. May this relationship continue and flourish for the next 125 years.

*About the author:* Donald George 'Don' Wing AM is a former Australian politician. A member of the Tasmanian Legislative Council from 1982 to 2011, representing the electoral division of Launceston, he was President of the Legislative Council from 2002 until 2008.

### **A Premier's Story   *Will Hodgman***

When discussing the future of our State, people will often say to me 'we need to find a way to stop our young people leaving Tasmania'. Now while I appreciate the sentiment - especially as a father anticipating the possible departure one day of my own children from our beautiful island home - I don't think we should try to chain them here. Rather, we need to give them

more reasons to stay, than leave. The University of Tasmania is one such reason. It was for me.

Like many young Tasmanians, in my mid-twenties I did feel the urge to leave our shores and experience life abroad. For me it was backpacking through the United States and then working in the United Kingdom for a couple of years. I think it's a natural inclination, and it's something I will encourage my own children to do. It was an exciting, challenging, life-changing experience. But I am very grateful that I did it *after* I completed my Arts/Law degree at the University of Tasmania, which was another very important five years in my life and my personal development.

I did think about leaving earlier. The opportunity to study at universities interstate was certainly attractive, including for many of my friends who took it up and left Tasmania. But I know I made the right choice to stay here and to study at UTAS.

Not only was the academic performance and reputation of the University of Tasmania very good, as it still is, but I was also able to profit from some particular advantages that I don't believe are as available in larger, interstate universities.

Like Tasmania itself, its university offered a safe, convenient and pleasant environment in which to learn and grow. It also allowed me to come into close contact with some great people - the people at the University who taught me, excellent lecturers and tutors who went way beyond just lecturing. They were also very committed educators; interested, engaging and actively engaged in my personal development. They were mentors, confidantes, counsellors. They were accessible and always available; part of a close community.

I was only 17 when I started at university, and the transition from school was quite a culture change at that age. But wonderful staff in the Arts faculty and the Law School provided motivation and focus on occasions when distractions arose, or I needed some guidance. I know this wasn't all reserved for just me, contemporaries at the University of Tasmania recall similar experiences, and show just how fortunate we were.

Things may well be different now, though I doubt it. But I am sure that under-grads at universities elsewhere weren't getting the same thing. I think it's a very special feature of life in Tasmania as well as at the University of Tasmania - close connections, wonderful people, and a caring community. It makes me think just how lucky we are.

We have an exceptional university excelling in so many ways. Tasmania's sole university, ranked in the top 2% of universities worldwide, embraces exciting new challenges and opportunities for the future. It is one of those things - those very important things - that *will* give people a reason to be here, rather than leave.

*About the author:* William (Will) Hodgman, BA LLB (1993), is Premier of Tasmania at the time of writing this story. More about his family's long involvement in politics can be found in the story *University of Tasmania Graduates and State Parliament* by Don Wing.

### **Politics and the University of Tasmania: My Memories *Duncan Kerr***

The University of Tasmania regularly has been influenced by and has influenced the men and women who have held political office in Tasmania.

Twice State Premier Sir Elliott Lewis was one of the University's early Vice-Chancellors. A century later former Premier Dr Michael Field AC holds office as its current Chancellor.

Premiers often have held degrees awarded by the University of Tasmania.

Premier Will Hodgman (BA LLB) is the most recent example and both of his most recent predecessors, Lara Giddings (BA LLB) and David Bartlett (BSc Grad Dip Professional Management) also were alumni.

What happens on campus matters more to us on our island than for people on the mainland who are served by competing tertiary institutions. Here, as was illustrated by the Orr case, what happens within the University can split our society.

Equally, passions and controversies within the wider Tasmanian society frequently spill over into quarrels on campus. They did so with the flooding of Lake Pedder and later environmental issues. And, very occasionally the campus itself has become the main battleground where those larger divisions are played out. That happened when large numbers of students and many academics protested against conscription and the war in Vietnam. Those protesting were opposed by a smaller but no less passionate number of students and faculty members. Their number included the eminent poet Professor James McAuley. Professor McCauley had first come to national prominence as a co-instigator of the famous Ern Malley hoax. He was the founding editor of *Quadrant*. He and those he associated with him regarded those who took part in the moratorium protests as, at best, dupes of atheistic communism.

Formal leadership in campus politics has rarely foreshadowed success in state or federal politics. Only two former Presidents of the TUU have won election to the Tasmanian Parliament, and only one has been elected to the Australian Parliament.

But one person I was certain would make the leap from student politics to larger office was Kelvin Scott. When I arrived on campus I was more than a little in awe of him. Not only was he a student leader, he was something of an everyman—a member of the combined Universities debating team and a keen sportsman. Most importantly he was blessed with common-sense.

Kelvin held office as President of the Tasmanian University Union from 1969-1972 during the height of the anti-Vietnam war protests. He was an intuitive and successful leader and held the student body together during a period of protest conflict and change. Kelvin had a rare knack of using humour and argument to turn even a hostile meeting in his favour.

None of us are who we were when we were young.

I can't be sure what contribution Kelvin would have made to Tasmanian politics had he become a member of state parliament but I am confident that his contribution would have been reassuringly sane. Kelvin was blessed with a lightness of touch combined with an instinctive understanding of peoples' hierarchy of needs. As an early proponent of pro-environmental policies, his influence might have allowed Tasmanians to avoid the last three decades of trench warfare over forest policy.

In his early 20's Kelvin stood, semi-seriously, for election to the State Parliament as a member of the UTG. He put political ambitions aside to become a teacher, marry and start a family. But he was always going to have another go. Sadly that never happened: Kelvin died aged only 38.

Many successful politicians have emerged from the University of Tasmania. Some like Michael Hodgman, QC, Senator Eric Abetz, and Professor Fr Michael Tate became national leaders holding ministerial rank. Others such as Lara Giddings and Will Hodgman have led our State.

But I have yet to see the equal of Kelvin Scott as a persuader of a public meeting. I have not seen his equal in convincing opponents to see the merits of the case against them. Each of us will tell different stories of the 125th Anniversary of the University of Tasmania. Mine is the story of a person a young impressionable student took as his model for public service in times of conflict. I am glad of the chance to remember him.

*About the author:* The Honourable Justice Duncan Kerr is a Judge of the Federal Court of Australia and President of the Administrative Appeals Tribunal. He was formerly the Labor member for Denison in the Australian House of Representatives, from 1987 to 2010. He was briefly the Attorney-General of Australia in 1993 and the Minister for Justice between 1993 and 1996.

### **UTAS: an Enduring Engagement** *Christine Milne*

Universities play a key role in the thought leadership of a community but rarely does that influence go global. In the case of the University of Tasmania, it has. I am proud that as the world began to recognise the importance of protecting the natural environment with the first UN Declaration on the Environment (Stockholm in June 1972), academic Dr Richard Jones had already convinced the University of Tasmania to establish the Centre for Environmental Studies with a focus on ecology and system-wide thinking, which he hoped would become

central to the ethos of the university. He had a vision of Tasmania projecting itself to the rest of the world as an example of ecologically sustainable development and that vision has inspired generations since.

He also developed, with a group of dedicated conservationists, the New Ethic charter which articulated the philosophy of the United Tasmania Group, the world's first Green Party, which launched in March 1972 to save Lake Pedder from inundation as part of a hydro-electric scheme. Now Green political parties exist in over 70 countries, all working to a charter based on the principles first brought together in Tasmania.

It was into this atmosphere of new ideas and activism that I found myself as a Bachelor of Arts student in 1971. I had come from a conservative background on a dairy farm in northwest Tasmania where very few girls went on to tertiary education. But I had been strongly encouraged by my mother and nuns at St Mary's College in Hobart, where I had boarded for six years, to see education as the key to success in life. Like so many of my generation pre-Gough Whitlam's free tertiary education, access was only possible with Commonwealth scholarships or studentships, so I took a teacher studentship and began life as a university fresher at Ena Waite residential college.



Ena Waite College Students. Christine Milne is left in the second row. Photo supplied by the author.

I loved being in the college environment and threw myself into inter-college life, especially debating. Sister Cyprian, the Dominican nun in charge of Ena Waite College, invited a number of interesting, if conservative, people to be Fellows of the College and they would often come to dinner. People like poet James McAuley of whom my strongest memory is not in the lecture theatre talking about poetry but rather at the piano playing and singing 'Frankie and Johnny'. Meeting such people and sharing robust debates with them, participating in the course work and tutorials at the university and the extra curricula life on campus profoundly influenced my life. Enjoyable hours were spent just arguing the point in the 'Ref', observing the tyre burning protests by students trying to secure an underpass for Churchill Avenue, or in marches to save Lake Pedder.



Ena Waite Debating Team 1973.

My world view was expanded and my curiosity about the world so stimulated that I couldn't wait to travel overseas. Public lectures and debates by visiting and local academics introduced me to new ways of thinking and challenged my ideas and values. The Stanley Burbury Theatre is still at the centre of the university's intellectual life, as the place where Tasmanians go to hear local and international speakers exploring ideas and debates that would otherwise receive little oxygen in the state. It concerns me now that with a great deal of teaching occurring in the online environment and the pressure for students to secure paid employment, that the challenge to values and thinking that used to characterise the experience of university is sidelined.

I was not involved in formal student politics but the anti-Vietnam war, anti-apartheid and Lake Pedder campaigns in the early 1970s introduced me to the politics I have pursued since. There was no substance to the argument for inundation of Lake Pedder and I was convinced that the Parliament would see that. When it didn't, I determined that next time I would be much more active. That's why I have always argued that the Lake Pedder campaign was key to saving the Franklin River. A whole generation of us became environmentally politicised at the University of Tasmania at that time. When I was arrested up river in 1983 I was delighted to see so many of the pro bono lawyers representing us were my university contemporaries from the early 1970s.

The University of Tasmania has also been central to the success of many other campaigns to protect Tasmania's precious environment. Dr Peter Hay's work on the history and philosophy of environmentalism has been ground-breaking. Dr David Holmgren and Dr Bill Mollison developed permaculture which is now a worldwide movement. Dr Jamie Kirkpatrick has been recognised internationally for his pioneering work on nature conservation, forest protection, reserve planning and World Heritage. In fact, University of Tasmania scientists were critical to the identification and description of the natural values and listing of our Tasmanian Wilderness World Heritage Area.

The rigour they brought to the public debate surrounding North Broken Hill's native forest based, kraft chlorine pulp mill proposed for Wesley Vale in the late 1980s was cutting edge. I was spokesperson for the campaign but had little scientific expertise so relied upon the university's scientists to analyse the company's Environmental Impact Statement and the political response. United Scientists for Environmental Responsibility and Protection (USERP) was formed.

This organisation of academics, dedicated to the public interest but needing the protection of anonymity, was a first in Australia and reflected the growing influence by the end of the 1980s of corporate interests in universities, especially in funding research or academic chairs. USERP's members were tireless and courageous in exposing the company's false claims about the impact of dioxins and organochlorines on the marine environment and the likely environmental impact of gaseous emissions.

But to bring about change and prevent corruption, science, politics and philosophy are not enough; you also need public administration and the law. Professor Ralph Chapman was a stalwart throughout the 1989–92 Labor–Green Accord and the debates that followed about upholding democratic principles when pressure was brought to bear to distort our democracy and undermine the Hare Clarke system of proportional representation. As Leader of the Tasmanian Greens at the time I appreciated the role academics played in the debate. Notably, Prof Chapman's arguments have been borne out in the dysfunction that followed the politically opportunistic reduction in MP numbers, designed to prevent the Tasmanian Greens securing balance of power in the Parliament.

The UTAS law school has contributed significantly to public life and understanding in Tasmania of international law as it pertains to our state and Australia's obligations under treaties and conventions, ranging from UNFCCC, World Heritage, Biodiversity, Ramsar and Human Rights. Academics spoke out about various governments' efforts to undermine Guidelines to the World Heritage Convention and more recently the failed bid to excise Tasmania's magnificent forests. And closer to home, law lecturer Dr Gerry Bates, who served as a Greens MHA for nine years in the Tasmanian Parliament, introduced environmental law to a new generation of the state's lawyers.

Interpretation of the Environmental Protection and Biodiversity Conservation Act has been significant in helping the community understand its rights to legally challenge Commonwealth decisions in everything from forest conservation to mining the Tarkine.

The campaign for gay law reform was boosted by leadership from the University of Tasmania. In 1997 I held a meeting at Parliament House to try to persuade the Attorney General, Ray Groom, to drop his opposition to my bill to decriminalise homosexuality in Tasmania. At that meeting Professor Kate Warner was a strong and rigorous voice in dispelling ridiculous notions that gay law reform would legalise paedophilia.

The visual and literary arts inspire us. The Role of the Humanities and Fine Arts Department in nurturing the talents of those who can reflect to us the way we are and the way we can be



has been a key to transforming Tasmania. University of Tasmania graduate Richard Flanagan has just won the Man Booker Prize but less well known is his huge contribution to environmental protection in Tasmania and his powerful writing on the political corruption in our island state. Historians like Professors Michael Roe, Henry Reynolds and Dr James Boyce have helped Tasmanians to inculcate a sense of place and understand our history pre and post European settlement.

It has been clear to me since my university days that Tasmania can only prosper if we transition from a dig-it-up, cut-it-down economy to one which values our natural environment and transitions to a knowledge, service and information base. Our competitive advantages are our proximity to Antarctica and the Southern Ocean, our wilderness, our clean air and water, renewable energy and fertile soils. These underpin a great future as a centre of creativity, a science hub, renewable energy powerhouse, and producer of high quality food and beverages. But it won't be possible if we fail to increase levels of educational achievement throughout our state. This is holding Tasmania back. Imagination, not resource extraction, is the key to our future. We cannot achieve Tasmania's potential without a culture that values education. Without affordable and equitable access to the University of Tasmania we cannot do it.

I am delighted that we now have Hobart, Launceston and Burnie campuses and that the University of Tasmania has become a centre of lifelong learning for Tasmanians, as well as increasingly the university of choice for people from around the world interested in the science of global warming.

The next 125 years of UTAS matters not only for Tasmanians but for the world. As the emergency of global warming intensifies, our beautiful island where human potential knows no bounds is an ideal place to be the 'shining beacon in a dull, uniform and largely artificial world' that Olegas Truchanov imagined. Change comes from the periphery not the centre. Tasmania has already led the world in environmentalism and Green politics and that, combined with our physical proximity to Antarctica and the Southern ocean and research capacity in a warming world, presents an inspiring and unparalleled opportunity to lead efforts for planetary survival. In another 125 years' time we will see whether the University of Tasmania has made all the difference.

*About the author:* Senator Christine Milne, now retired from politics, was Australian Greens Leader from 2012-2015.

### **125 Years and Where to Now? Rod Roberts**

My adult life experiences are almost all in the corporate world. However, in latter years, I have had an involvement spanning 15 years in governance roles at the University of Tasmania – on the University Council for 13 years, 12 of these as chair of its finance committee, 10 as Deputy Chancellor, and a member of various other committees, including presently chairing its Investments Committee. In thinking about the 125 years of the university's existence, in the scheme of things my involvement now approaches two decades – 4 years a student in the early 1970s plus the recent years as a non-executive member on the

university council and its committees. During this time there have been many changes – almost all for the better. However, there are changes to come, changes which may be difficult, but which in my view can be very positive.

Two things my contribution to this publication will not attempt to address. Firstly, others far more qualified are chronicling the evolution of our university and I happily leave them to do so. Secondly, by choice I will not dwell on the so well publicised negative social, economic and education metrics in our state. That we lag the nation in almost every measured criterion is discussed, but sadly not acted upon, by citizens, politicians, academics and commentators. If I start on this topic, my message will be crowded out. Rather, I will attempt to provide some strategic context to how the university is placed and to where it, and the state of Tasmania, may evolve.

I grew up south west of Wynyard, where I attended primary school and high school. About one third of my life was spent on the North West coast, with the balance, except for short stints overseas, evenly split between Sydney and Hobart. On the North West coast it is obvious, but in Tasmania generally, we greatly under-emphasise the importance of education to our well-being and to our economic health. This is less obvious in the capital where a large public sector provides a buffer. As mentioned, it is most keenly apparent in regional Tasmania. Let me provide some perspective on how I believe this should rank in our priorities and on how our lives can be individually and collectively altered for the better.

Whilst it is ‘outcomes’ that matter, I have no doubt that our focus and intensity of effort should be on the ‘means’ to improving our lot. And it is providing the means, which are entirely within our control, that the university can play such an important role – as our only tertiary provider, as teacher, as thought leader and as globally excellent researcher in selected and chosen fields. I think it safe to conflate the health of the university with the wellbeing of the state.

A state economy, focussed as a commodity supplier of goods, has delivered Tasmania a strong past, but no proud future. In fact, the competitiveness of Tasmania as a commodity supplier probably has not existed since the early 1980s. If this is accepted, then it follows that, to improve the lot of citizens of the state, we must build innovative, value adding enterprise.

Similarly, a university focussed only on old economies will lose relevance, prestige and critical mass and be surpassed by second tier universities in ‘mainland’ capitals and by other regional universities. Thankfully this is understood by our university as it attempts to position itself for the future.

We do have a constrained budget. But, Tasmania does have a very large annual total budget – total revenues for the current year are budgeted at a little under \$5 billion, admittedly with a significantly large majority coming from federal sources. It is not that the funds are not available to stimulate strong economic and cultural enterprise, it is that we choose to spend it elsewhere – chiefly in administering ourselves. We as a state are not alone with this problem, but because of Tasmania’s relatively small size and our insistence on having all of the

structural elements of the larger states, it is more apparent here and it is more urgent that it be addressed.

Continuing the parallel, our university, established under state legislation (owned by the state) similarly has a large, generally sustaining and annually increasing budget now approaching \$600 million per annum. In a time of increasing information flows and information systems productivity, the university faces a medium term challenge of very significantly shifting its spending bias more towards its core teaching and research functions. As for much of the university sector and all governments, there is a growing, I believe urgent, need to spend less on managing ourselves and more on delivering the core functions.

The most difficult aspect of this change – coming whether we like it or not – is that of making the cultural changes needed. When costs exceed sustainable revenues, businesses and households change by necessity. When facing such trends, governments and government agencies move more slowly, losing the opportunity to reinvent themselves for good.

Change that I foresee is in streaming a significantly large element of the budgets, state and university, into stimulating, seeding, and providing an intellectual basis for, higher value enterprise and social endeavour. Necessarily this means spending relatively less on administrative processes. Not only can our university be a leader in this, it must be an exemplar.

Perhaps we can attract some outside capital, but we should not rely on this. Mostly we need to rely on our own resources – redirecting the spend from administering ourselves, to new or expanding, community engaging and corporately attractive, endeavour.

I am an optimist and am sure that our university will continue to change and adapt. It is well led, has hugely talented staff, enthusiastic students and shows every sign of understanding the challenges it faces. I want to be similarly optimistic that our state can also recognise its challenges and react to the community good. I see no reason why Tasmanian citizens cannot grow to have the highest per capita incomes in Australia, with continuously improving social metrics and accessing a University of Tasmania defending a position in the top half dozen of Australia's universities.

*About the author:* Rod Roberts, BA (Tasmania), MBA (UNSW), is a company-director. He served as Deputy-Chancellor of the University of Tasmania from 2006-2012.

## **Our Community**

### **Looking Forward, Looking Back: the University Library Then and Now** *Linda Forbes*

Vice-Chancellor Peter Rathjen has often said ‘Great universities have great libraries’. The University Library is not quite 125 years old - founding a Library was mentioned in the legislation establishing the University but there was no library expenditure recorded till 1900 – but for well over 100 years the Library has played an important role in the University.

Currently operating online and in eight locations across four campuses and two states, the University Library plays a crucial role in supporting learning, teaching and research. A 2025 vision for the Library is being developed and elements of that vision also resonate across the past in many ways.

*Vision: The Library is a focal point of quiet places to think and places to collaborate with a community of peers*

In 2014, the Library is committed to providing high quality, flexible spaces in all libraries for individual and group learning and postgraduate study. Launceston, Morris Miller and Cradle Coast libraries are accessible 24 hours a day, 7 days a week.

The Library has long been both a quiet place to think and to meet peers – for both academic and social pursuits. By 1910, part of the main hall at Domain House was a Library which regularly doubled as a meeting room and dance floor for student socials. The University’s centenary history by Professor Davis records that, in 1940, the University’s jubilee celebrations were cancelled and replaced by a quiet ‘at home’ in the adaptable University Library, with orchestra and supper, but no students. Holding social functions in the Library continued until after World War Two.

However, the Domain Library was also a place of serious study. Davis notes that in 1935, ‘the dirt, dilapidation and decay of the men’s common room, decorated mainly by empty bottles hanging from the ceiling, made the Library one of the few places for constructive discourse’.



Main Reading Area Domain Library 1960. Special and Rare Collections UT11211 (61)

In 1961, the Morris Miller Library was built on the Sandy Bay campus. Designed by Melbourne modernist architect, John F D Scarborough, for a student population of 2000, it was initially only two floors and was already overcrowded by 1964. The local Library Association branch journal explained that the entry level included some easy chairs and a number of low tables enabling customers to relax while consulting 'Who's who', to have a puff and to make or meet a date. All those statements - bar one - still apply today!

The Library has always been spread over a number of locations. Even at Domain House, Davis notes by 1938 the collection of over 40,000 books 'spilled over into what were euphemistically known as 'departmental libraries'; in practice they cluttered the already inadequate professorial offices'. When the Library moved to Sandy Bay in the 1960s, additional subject branch libraries developed. The Tasmanian State Institute of Technology (TSIT) at Newnham merged with the University in 1991 and the Launceston Campus Library was added. When the Australian Maritime College (AMC) merged with the University in 2007, the AMC Library became another branch.



Launceston Campus Library April 2013. Photo supplied by the author.

The University Library now has two locations on Sandy Bay Campus (Morris Miller and Law), three in Hobart's CBD (Art, Music and Clinical), and one each at Launceston (now including the AMC collection), Cradle Coast campus and Rozelle.

*Vision: The Library delivers access to the world's information –where you need it, when you need it*

The Library currently spends 75% of information resources funds on online books, journals and databases. For the first time, in 2013 expenditure on ebooks was greater than that for print books. Clients borrowed 220,600 print books in 2013 and downloaded over 2 million articles. Scholarly information today is overwhelmingly delivered online. The Library also has a critical role in making University research and the unique cultural items in Special and Rare Collections globally discoverable and accessible via the Library Open Repository and the University's Research Data Discovery Service.

The Library's Special & Rare Collections include a wide range of special and rare items. The rarest and most fragile materials are housed in a climate controlled room and carefully conserved. The value of this kind of collection has long been recognised - in 1941, as war-time invasion fears mounted, Vice-Chancellor Morris Miller removed rare books from the Library to the trenches which the male students had dug in front of the Domain building.

In the early years of the twentieth century, reminisced Vice-Chancellor Morris Miller, the Library collection was small and teaching staff depended almost entirely upon their own private resources. In 1911, expenditure on the Library was 1.2% of University expenditure. Nowadays the Library's expenditure has nearly doubled as a proportion of total University revenue to 2.12%.

The collection doubled in size from 1928 to 1938. By 1945, 15,000 of its 55,000 volumes were in branch libraries and others were scattered in thirteen different places. Edmund Morris

Miller had been acting or honorary University Librarian since 1919, Professor of Philosophy and Psychology since 1928 and Vice Chancellor since 1933 but still managed to catalogue three fifths of the collection in twenty years in his spare time.

Today records for new material appear in the catalogue within 24 hours of arrival. There are over 873,000 items in the Library collection, print books as well as items in other formats (DVD, CD, scores etc.), over 66,000 ebooks, and articles from more than 54,000 ejournals are accessible. The Library's catalogue and repository are searchable from a single search box on a web page, from anywhere in the world. Ebooks and ejournal articles can be read by students and staff at their desktops, on their mobile devices, at home or anywhere they connect to the internet.

*Vision: The Library is recognised as playing a key role in a student's experience and success*

More than 1 million visitors come into the University Library buildings each year and the Library's website receives as many visitors again. In 1938, *Togatus* noted that 'the librarian suffers, during the day, from an almost entire lack of company... the library might perhaps be opened at other hours during the week, possibly on one or two evenings for an hour or two'. Today the libraries are open evenings and weekends, some are accessible 24 hours a day and many Library services, as well as collections, are accessible online.

Many clients bring their own laptops or mobile devices to the Library and connect wirelessly to the University network and the student computers, over 300 of them, are consistently in high demand. In 1965 the Cataloguing Librarian reported that the Library was 'not considering any forms of mechanical information retrieval or a printed catalogue. This is partly because the University computer is a primitive one and limited in its application'.

In the most recent Library Survey (2014), clients were asked why they come into Library buildings and the answers were primarily related to study – most respondents reported they came to study alone, find or borrow material, or write assignments.

The reasons why clients use the Library may not have changed over the years but the services they use certainly have. In 1910 students needed the signature of a professor lecturer before borrowing a book but today in the campus libraries they can check out books themselves and with just a few mouse-clicks all clients can renew loans and easily request items be held for them. It's all a long way from the three different colours of punched cards introduced in 1968 to record loans, or the multi-copy coloured slips and embossed student cards in use in the early 1980s.

E Morris Miller was Honorary Librarian 1913-1945 and in 1946 the first full-time librarian was appointed. Staff numbers and their level of qualification grew steadily over time and now in 2014, the Library employs nearly 70 FTE staff across all locations. Library staff are very highly valued by clients – they rate staff as top performers for their helpfulness, availability and approachability in the every Library Survey.

The University Library has always been client focussed, committed to delivering quality client services and has played a vital role in supporting the teaching and research activities of University staff. These threads connect the Library of the past with the activities of today as the Library navigates an increasingly complex information environment, finds opportunities in new models of scholarly publishing and digital learning, and develops new roles and expertise in emerging areas of importance to the research agenda such as open access, data management and measuring the impact of research publications. Roll on the next 125 years!

References: DH Borchardt, *The University of Tasmania Library 1889-1959*, Sydney, 1960; Richard P Davis, *Open to talent: the centenary history of the University of Tasmania 1890-1990*, Hobart, 1990; *Library Opinion*, Hobart, vols 2, 9 and 13.

*About the author:* Linda Forbes, BA 1984 GradDipLib 1985, is currently the Senior Librarian (Policy and Planning) at the University of Tasmania Library. She has worked at the TSIT/University Library since 1986 in a variety of roles including cataloguing, technical services, publications, web site coordination and electronic resource management. Linda also provides executive support to the University Librarian in which role she researched the Library's story and wove together the Library's future vision, current services and past history.

### **Days with Dietrich *Mary French***

I started work in the Library of the University of Tasmania in 1953 having been invited to apply for a position by the Librarian, Mr Milburn, when he visited my school (Sacred Heart College, Launceston) on a careers' promotion tour the previous year. Soon after I joined the staff Mr Milburn died and Dietrich Borchardt became Chief Librarian. He was a pivotal influence, encouraging me to take up university studies and, later, to achieve my qualifications with the Library Association of Australia.

At first I was in awe of him. He seemed big and loud and fierce; when he thundered two steps at a time down the old wooden stairs from his office on the top floor he sounded, and looked, like a charging brown bear. He frequently wore brown suits, had a huge brown moustache which appeared to cover most of his face, and spoke with a loud Austrian accent. Enough to frighten any young, just-left school, girl!

As I settled in, and he became accustomed to his new role, I discovered a different Dietrich. He was a father figure to his staff; always aware of what they were doing in their work, encouraging them, albeit somewhat gruffly at times, thus building their expertise and self esteem. He was alert to talent and would allow no one to rest on their laurels but always pushed us on to greater effort. He was fond of his staff, caring about their personal concerns and was most understanding in times of stress or crisis. Nevertheless he did not tolerate fools gladly nor accept slackness from anyone but, because he was respected by all, poor effort rarely happened. When it did, the whole office would hear the repercussions from his eyrie up aloft.

He held staff parties at his home in Bellerive where we met his wife, Janet, his three children, and his elderly mother, Mutti. This social relationship with his staff created further bonds between us all and, in fact, when he went overseas with Janet for six months, I took up residence in his house, ostensibly to help his mother look after the family but also to keep an



eye on the rather frail old lady. One memory from those days remains strongly in my mind. Each night I helped clean up after the evening meal and get the children to bed and then retired to my small sitting room to study. All would be quiet and then there would be a knock at my door. The door would open a little, a gnarled old hand would appear around it holding a glass of brandy and above the hand half a wizened old face and one wicked wink. Not a word was spoken! I became very fond of Mutti.

During the six years I was employed there I worked in all sections of the library. I spent two years as assistant to the acquisitions officer, one year as periodicals assistant, one year at the loans desk and eighteen months as assistant cataloguer. I also studied part-time for my BA and passed the Preliminary Examination of the Library Association of Australia. I was given time out to attend lectures.

In those days the library was part of the old university building on the Domain. There were nooks and crannies, creaking boards, beautiful woodwork, high windows and a wonderful, welcoming atmosphere of learning. The library occupied space on the first floor with a mezzanine area along half its length. The main reading room had books along the outer wall to shoulder height with beautiful old windows set above the shelves. Rows of large tables were placed down the length of the room on the window side and to the left of centre (looking from the catalogue end) were stacks of books with the mezzanine above them. Hidden about halfway down the stacks was the loans desk. Despite being positioned adjacent to the main library entrance this was a cave-like and claustrophobic area. One felt closed in by books - behind, in front and above.

I have one vivid memory of duty on the loans desk when for months the area was overpowered by the scent of 'Apple Blossom' perfume coming from a copy of Mrs Gaskell's *Cranford* on the opposite shelf. A student had borrowed it for holiday reading and travelled with it and her perfume in the same bag - with dire results. As the book was not actually physically damaged, I returned it to the shelves and inflicted no fine. Only now am I divulging the secret after all these years!

The law library was in a very small, separate room at the back of the main library and was a world unto itself. On the central stack the books went from floor to ceiling, the walls were covered likewise leaving room for only one reading table for students. Library assistants had to shelve books in this library by climbing up the floor-to-ceiling ladders with armloads of heavy tomes. One was most conscious of students below at the table when one clambered up those rungs! There was a separate private entrance into this room, from the law school beyond, enabling students to come and go freely. I am sorry to have to acknowledge that many a breach of library rules was perpetrated in this sacred precinct such as removing books illegally, talking and eating! They were a bright, cheeky, arrogant lot many of whom went on to become icons of Australia's legal fraternity. I enjoyed my relationship with them during their formative years in that little back room.

The catalogue and reference room at the back of the library was a unique area. It was almost like a foyer inside the back entrance. It also had a door into the reading room as well as another up a few stairs leading straight ahead to the library office and to the left up the stairs to the stacks of rare books and Dietrich's private sanctum. It was a hive of activity. Librarians were regularly filing or removing cards from the drawers, students and university staff searching for references and all the time interesting conversations going on around them. I well remember hearing whispers, gossip, innuendos and statements from many lecturers and

professors at times of university crises such as the Orr affair. Sometimes being an inconspicuous library assistant was extremely interesting!

Those six years were formative ones for me and I was most reluctant to be pushed out of the nest when Dietrich urged me to progress in my career by applying for a position elsewhere. I knew it was because he had my well-being at heart, but it was a sad parting for me especially as the move of the library to the new site at Sandy Bay was imminent. I had been involved in the excitement of the forward planning and was sorry to have to miss the actual move.

I kept in touch with Dietrich and when he was appointed Librarian at Latrobe University some years later my husband and I continued our happy relationship, visiting each other. My friendship with him was a most important episode in my life, one which coloured my career as a librarian and as an individual. He was a man of integrity, professionally and personally, and of surprising gentleness and kindness. I shall never forget him nor cease to be grateful to him.

*About the author:* Mary Margaret French (nee Clippingdale), BA 1958, has been a librarian – university, special and children's - with associated responsibilities and committee memberships. Her other main interest is the art of oral storytelling in which she is a professional practitioner. She began her library career in the University of Tasmania library under Dietrich Borchardt.

### **The John Elliott Classics Museum and the Great War *Neil Apted***

The University of Tasmania acquired its first antiquities some decades before Professor John Elliott began the Classics Museum collection in 1954. An initial donation of 95 Roman coins was made by Andrew Holden in 1909. Holden was working in the Egyptian Civil Service in the Ministry of Finance during the period of Britain's *de facto* protectorate. He presented the coins to Robert Dunbabin, lecturer and later Professor of Classics. Holden had almost certainly been taught Latin by Dunbabin at The Hutchins School and the University.



Artefacts in the John Elliott Classics Museum. Photo by the author.

Holden acquired the coins from Kingdon Tregosse Frost, an Englishman also working for the Egyptian Civil Service, in the Department of Public Instruction. Frost's biography reads like something of a *Boys' Own* adventure. After graduating from Oxford University in 1900 he excavated in Greece and travelled in the Near East while receiving a travelling scholarship to the British School of Archaeology at Athens.

In 1904-5 he worked as an assistant archaeologist to the famous Sir Flinders Petrie on his Sinai expedition; he was sponsored by two more prominent archaeologists, John Myres and Denis Hogarth, to become a Fellow of the Royal Geographic Society in 1905; and he surveyed the ruins of Roman cities in Jordan. While employed by the Egyptian Government he continued his archaeological pursuits and collected small pottery items on expeditions to Memphis and the Faiyum Oasis. Frost also bought ancient coins in bulk from Egyptian 'peasants' for their scrap value. He was appointed Lecturer in Archaeology and Ancient History at the newly-established Queen's University, Belfast, in 1909, where he established the foundations of an antiquities museum. He is also credited as the first scholar to propose a connection between Plato's lost city of Atlantis and the end of Minoan civilisation.

Dunbabin sent Frost £10 for some pottery and a further consignment of coins. The pottery arrived in 1909, and 25 coins in 1910. Frost explained the long delay as the result of his very busy life, though Andrew Holden attributed it to Frost being 'a most casual person'. His colleagues in Belfast might have attributed it to his enthusiasm, disdain for mundanity, and the 'errantry of his methods' which made continual claim on the tolerance of his University.

The 25 coins did not represent the total of Dunbabin's remaining credit, and Frost promised to send the balance 'soon'.

No more coins ever arrived, with Dunbabin noting in 1916 that 'they have not yet come'. What he could not have known, and perhaps never discovered, was the fate of Frost.

Frost had been engaged, with his typical enthusiasm, in military training as a reservist since 1909, and was a lieutenant in the 3rd (Special) Reserve Battalion of the Cheshire Regiment from 1913. He was killed at the Battle of Mons in Belgium in 1914, less than one month after the declaration of war, on the second day of the British Expeditionary Force's engagement with German troops. He was said to have 'fought like a demon' despite several wounds, and refused requests to surrender. His grave was not identified until 1994.

*About the story:* While Dr Ralph Spaulding was researching material for his story on Professor Williams, he found a record in the University Council Minutes, 1909, of a donation to the University by Mr Andrew Holden consisting of Cairo of Greek and Roman coins and antiquities. This led him to the Dunbabin Papers in the University's Special and Rare collections where he found Dunbabin's catalogue of the coins and several letters from both Holden and Frost to Dunbabin about the items. He shared this information with Neil Apted, who used this as the starting point for the story.

*About the author:* Neil Apted BA (Hons) 1999 is currently responsible for the curation of the John Elliott Classics Museum. He continued with Ralph's research and documented this story of the connection between the archaeologist, Frost, and the University of Tasmania, long before the Classics Museum was thought of. Neil created the photograph for this story from the Museum's collection.

### **How Many Feet? *Patrick Gourley***

In the 1960s users of the University Library had direct access to its stacks. That is, material was stored on open shelves around which people could browse and select. Such an arrangement may have engendered more interest in the distance between the Library shelves than if access to them had been restricted to professional librarians.

While the records of the councils and boards of the University of Tasmania have not been consulted, it seems the spacing of the Library's bookshelves was on their agendas in the early 1960s. On at least one occasion representatives from these authorities visited the Library stacks and noisily discussed the matter, rousing several half dozing students at nearby tables. The group included the Librarian, Dietrich Borchardt, the Vice Chancellor, Keith Isles and the Professor of English, James McAuley.

Borchardt was born in Hanover. He came from New Zealand to the Library as the deputy in the early 1950s. He was made the Librarian in 1953 and he remained in the position until 1964. Mao Zedong reckoned that Deng Xiaoping was like a needle in a ball of cotton. The same could be said of Borchardt. A pushful, pipe smoker with a moustache large enough to provide comfortable quarters for numerous small insects, he liked to get his way. He was a big man in Australian library history and a prolific producer of bibliographic studies.

In his startling frank memoir, *Through a Clouded Mirror*, Borchardt says that the University of Tasmania provided ‘among the most interesting years of my life’ but he hated Tasmania. He was ‘appalled by the untidiness of Hobart’ and found ‘the whole atmosphere depressing’. His judgments of some academic staff were caustic. One was a ‘great liar and opportunist...a falsifier of history and a vicious enemy of law and order’. Another was ‘an evil genius’. In his view Professor Orr was an ‘Irish buffoon’ who ‘had scarcely enough intellect for Adult Education classes’. With such views of his colleagues Borchardt naturally found ‘The ranking and emolument of the University Librarian’ a matter causing him ‘a great deal of concern’.

More to the point Borchardt thought Isles was a ‘rude and crude Tasmanian economist....Totally blinkered by his Tasmanian rural origins he had no understanding for the finer things of life and his pesky wife was just like him’. Perhaps if Isles had known Borchardt’s opinions in the 1950s he may well have been less inclined to support, successfully, the Librarian’s claim to a position on the University’s Professorial Board.

Isles was born in Bothwell and graduated as a Bachelor of Commerce from the University of Tasmania in 1925. He was a star student at Cambridge (England) and lectured at the universities of Edinburgh and Swansea before returning to Australia in 1939 as Professor of Economics at the University of Adelaide. He became an adviser to the Commonwealth Rationing Commission in 1942 and was mobilized in 1943 and posted to A A Conlon’s Directorate of Research in the Army. In 1945, he became chair of economics at the Queen’s University in Belfast. In 1957, Isles succeeded Professor Torleiv Hytten (who Borchardt thought was ‘useless as a university administrator’) as Vice Chancellor of the University of Tasmania.

It was a period of major change for the University – the move to the Sandy Bay campus, the introduction of new faculties and a significant increase in student numbers. Isles’ tenure, however, was overshadowed by the Orr case. He published a pamphlet defending the University’s position and was sued by Orr, a defamation action being withdrawn when in 1966 the University settled its dispute with Orr who died a few months later. Isles retired as Vice Chancellor in 1967 and was made a Companion of the Order of St Michael and St George in that year.

One of Borchardt’s few good friends at the University of Tasmania, the distinguished economist Alf Haggard, had a more generous opinion of Isles quoting, in his Australian Dictionary of Biography entry on the Vice Chancellor, the view that the University had ‘derived enormous benefit from his patience, his wisdom and his dedication’.

McAuley was born in Lakemba. He was a brilliant, flamboyant student at Sydney University. He refused to volunteer for war service and became a teacher. He was appointed a research consultant to a wartime advisory committee in the Prime Minister’s Department. He was mobilized in 1943 and in 1944 he was another to be posted to Conlon’s Army Directorate of Research. While in the Directorate, McAuley and his good friend from Sydney’s Fort Street

High School, Harold Stewart, slapped together the notorious Ern Malley hoax; it may well have haunted them as much as it did their victims, Max Harris and his Angry Penguins.

While a lecturer at the School of Pacific Administration in the 1950s, McAuley became interested in the conflicts between the 'industrial groups' in the Labour Party. He associated himself with B A Santamaria and the anti-communist cause, sympathies he retained. In 1960, he became a reader in the English Faculty at the University of Tasmania and was made the professor in 1961.

McAuley was one of the most intensely intellectual academics at the University of Tasmania. He was a deeply religious Roman Catholic. A formidable arguer, he had a strain of Hibernian light heartedness and was quick with a joke and a drink in whatever order they came. McAuley, who at best was ambivalent about Orr, was chair of the professorial board when the 1966 settlement was reached with the troublesome philosopher.

But poetry was McAuley's main claim to fame, notable for its order and clarity. His fair copies were works of art in themselves. When he learned that the cancer he'd struggled with would shortly kill him, he wrote:

So the word has come at last;  
The argument of arms has passed.  
Fully tested I've been found.  
Fit to join the underground.

So this unlikely trio – Borchardt, Isles and McAuley – wrangled in situ about of the proper distance between the Library's bookshelves. Perhaps some slight adjustment was necessary but no one had brought a tape measure. Isles, who was not a tall man, was able to help out, although not of his volition. McAuley said 'Keith, why don't you lie down on the floor by this shelf and that'll give us a reasonable bead on the five foot mark'.

With that the meeting came to an abrupt end and the bookshelves remained in their historic positions.

*About the author:* Patrick Gourley, MEd 1968, worked in the Commonwealth Public Service finishing in 2000 and subsequently served on the boards of the Sydney Airport Corporation and the Loy Yang Power Company in Victoria. When a student at the University of Tasmania, he overheard the Borchardt-Isles-McAuley discussion while attempting to study in the Library.

## Colleges are Such Quaint Institutions *David Daintree*

*'The days that make us happy make us wise'* (John Masfield)

I became Principal of Jane Franklin Hall in January 1984 and thus began a happy association with the College, and therefore symbiotically with the University of Tasmania, which has endured to the present day. I served as Principal of *Jane* until the end of 2002, but remain involved still: this year I am coordinating the college's extensive summer school programme, with offerings ranging from Medieval Latin (the bee in my own bonnet) to Climate Change.

The collegiate environment was familiar and comfortable to me from the outset, for I had been an undergraduate in college at New England and a postgrad at Cambridge, so the appointment to *Jane* was pure bliss to me, despite the difficulties I faced on and off throughout my tenure. Not only difficulties, though: for the most part *Jane* gave me a lot of satisfaction and much hilarity. A sense of humour is right at the top of the prerequisites for anybody wanting to take on a job like that. If you can't laugh, you've had it. I served as Secretary of the Heads of Colleges Association for a time in the early 90s and found then that the turnover of heads was about 25% annually. In other words the average tenure was four years, and most of those who served short terms in their institutions made the decision to look for something else within the first year or two. Those who made it into a second decade, as I did, might or might not have been mad, but they certainly enjoyed – and needed – the gift of laughter.

Colleges are such quaint institutions. In the Australian university context they are very peripheral (even if their members think otherwise), for our student population is not at all mobile, in contrast to our American cousins, and most students live at home and commute daily to the local university. Some Melbourne colleges attract local students for what might be described as social reasons, but here in Tasmania we have no such tradition: people come to college simply because they live far afield. To many, college life is a privilege and a delight, to others it's just a necessity (though usually a happy one).

Because we constituted a minority of the university population, we faced the occasional charge of elitism, which was unfair, for most of our students worked hard at their studies and at the jobs they needed to pay their way. Most were the first members of their families to go to university. All colleges offer tutorials to assist their own students. When I went to *Jane* I decided to beef up the tutorial programme and make it compulsory for first years, in order to improve our pass rate. This attracted further charges of elitism, and I recall a few academics who declined to serve as college tutors because they thought tutorials gave college students an unfair advantage. I could never understand that. Do parents not want to give their kids the best opportunities they can? We wanted to do the best we could for our students, many of whom came from backgrounds that could fairly be described as intellectually as well as economically deprived.

What about the difficulties? Student behaviour in the 80s was often appalling, but there was a discernible improvement (with occasional setbacks!) throughout the 90s, a trend observed by others both nationally and internationally. Alcohol, of course, remained an enduring



challenge and will continue to be so until society as a whole recognizes the extent of the problem and ceases to pass the buck to small but high-profile institutions such as colleges. I am no advocate of prohibition, but the drinking culture is pervasive and the young and college students are no worse than the rest – indeed my very considered opinion is that they are better at self-regulation, though more obvious targets for hypocritical condemnation.

But the good times far exceeded the bad. We had the felicity of seeing about two thousand students, the majority from the north and north-west of the State, come into residence and grow. Most clearly thrived. Some were quiet achievers; some were eccentric; some were flamboyant; some were late developers whose thriving came later; but all were broadened by their dual membership of college and university. Our compulsory tutorials helped though their initial impact was hard on a few: I vividly recall the shock on one young man's face in late 1984 when I told him that he had been wasting his and everyone's time, and that he could not return in the following year. But against that our enrolments increased and people started to think about *Jane* as a place for hard work as well as fun. We no longer had room for *serial* failure.

Regrets? I have a few. I believe in the collegiate system as a proper and manageable framework for university life. I know of universities overseas that have deliberately introduced a comprehensive collegiate structure as a means of giving their students that personal sense of belonging and identity that is increasingly at risk in the modern mega-university. I spent some time as a visiting fellow in a college in Canada that had 400 students, of whom only 100 lived in residence. Such a college can be a lens through which all the students, resident and non-resident, view the larger institution. From a pragmatic and philanthropic point of view, the university that is structured collegially is much better at attracting loyalty not only to the college but to the whole university. During my time at *Jane* I did not succeed in attracting more than a few non-resident members and thus bridging the gap between two different categories of students, nor did I succeed in persuading powerful groups within the university that we were all on the same side, and that a harmonious symbiosis could be of great benefit to all. There are hopeful signs nowadays, though, that universities are coming to recognize that the families of overseas and rural students have an active interest in ensuring that their young people are housed safely and happily, and that a university education ought to entail much more than mere vocational training.

To end on a more positive note, I think *Jane's* summer school programme, now in its twenty-fifth year, has been an effective way of opening the college up to a much wider community, people young and old, who travel from all over the country to do week-long courses in a wide range of subjects. Palaeography, Sanskrit, Egyptian History, Italian Opera, readings from Dante and Shakespeare, Anthropology and Tasmanian History have all been grist to our mill over the years. Not only did this programme open the College to more and more people, but it utilized facilities that would otherwise stand idle, increased income and therefore contributed to scholarship funding and student welfare. Moreover it provided summer employment for our own students who enjoyed working as hosts and guides and thus acquired sympathy for the challenges of administration! As a venture it was a huge winner.

I am proud to say that my grandmother, Annie Georgina Hinds, was one of the first small group of those who graduated as Associates of Arts in 1890. I conclude by thanking the 125



Stories Committee for inviting me to contribute to this collection of stories, and by wishing the University of Tasmania and all its constituent parts another century and a quarter (at least!) of unqualified success and fulfillment.

*About the author:* Dr David Daintree, BA (New England), MLitt (Cambridge), PhD (Tasmania), was Principal of Jane Franklin Hall from 1984-2003. His primary academic interest is the classical tradition in the early Middle Ages. He is currently Director of the Christopher Dawson Centre for Cultural Studies at Colebrook, Tasmania.

### **The Northern Campus of the University and Its Founding Institutions: TSIT, CAE, and Kerslake Hall *Kim O'Brien***

I was born in Penguin, the small seaside town on the North West Tasmania, to a large family of 7 children. I was the eldest and attended the Penguin Primary school, then Ulverstone High School, and Burnie High School for Year 11 & 12. I was privileged and very grateful to receive an Education studentship, which enabled me to attend the University. I would not have been able to do this if not for that scholarship.

When I commenced tertiary education, I was one of the first intakes into the new Kerslake Hall accommodation at Newnham Campus. At the time this was the only residential accommodation at the then College of Advanced Education. Kerslake Hall was a 'Y' shaped, two storied building, and each wing consisted of individual rooms with shared bathroom, washing and lounge facilities for each story and a large common lounge room on the upper storey. Each wing was designated male or female, however that often did not work as it was supposed to!

We had breakfast and tea at the cafeteria located in the College complex and this was included in the accommodation fee. A cold walk often for breakfast and tea in winter, especially when the fog settled and didn't lift all day. The meals weren't terrific BUT they did provide adequate nutrition.

Whilst we studied hard, we also partied. Often as students, we got the munchies and a trip up to the local Chinese take-away in Mowbray was a must, often at the weekends. More often it was a chockie and drinks trip up to Mowbray and the Mowbray Pub at the weekend.

Many of us still retain very close links and friendships from these initial two years at Kerslake. As a very new accommodation there was no tradition as there was with Jane Franklin, down south. The CAE, TSIT, and the University of Tasmania at Launceston was a wonderful small intimate and family-like campus! Has this now vanished as it has grown? It would be wonderful to have a Kerslake Hall reunion for those 2 very special years - is this happening?

We published a 'newspaper'. It only lasted a couple of issues and I have the original work up titled 'The 11th Hour'. This referred to curfew time at night; woe betide those who forgot their keys to get in the front door!

I still hold wonderful memories of the very special ‘Doc’ Howard, the Head of School of Education and his side kick, Elvin Fist (with whom I still keep in contact); the wonderful Thao Le; my geology lecturer, David Hannon, really inspired my love of rocks, minerals, etc and the wonderful week long excursions we had down the west coast searching for minerals and fossils! My other major in my BEd, was Visual Art and I was privileged to be taught ceramics by Rynne Tanton who was so inspiring and genuine in his passing of skills and knowledge; the wonderful sculpture lecturer David Hamilton who really fired my life long love of sculpture; and the shock of a naked model in drawing classes!

I spent 37 years teaching mainly in the Department of Education, Tasmania – in the Early Childhood & Primary Education, from the West Coast, North West Coast and Northern Tasmania.

In my second period of time at the University of Tasmania – Launceston, I was seconded to the School of Education to Lecture full-time Visual Art to undergraduate students. This was one of the most joyful times of my life, as I got to Lecture with Dr Edward Broomhall who became my mentor, guru and life-long very close friend. I also got to work with my former lecturers who had taught me, and what a special time that was, forging friendships with them. BUT now I also have friendships with students that I taught during this time who are now teaching. Many of my former University of Tasmania undergraduate students are now colleagues and friends, and in my retirement from the DOE, I am still (as a visual art education consultant & artist) providing Professional Development for their schools. One of the students I later taught at Wesley Vale Primary School now has her doctorate and lectures at the University of Tasmania Launceston campus.

What a wonderful life and experience I have had - a wonderfully challenging rich life so far due in no small part to the opportunities, friendships, education, and career I received at Newnham campus of the University of Tasmania.

*About the author:* Kim O’Brien, Cert.Cer (TAFE Burnie), Dip Teach (TCAE Launceston), BEd (TCAE Launceston) MEd (UTAS Launceston), artist and now retired teacher, is a Council member and Past Vice President & Secretary of the Tasmanian Art Teacher’s Association and Vice-President of Rubicon River Arts.

### **Jane Franklin Hall    *Mark Harrison***

Jane Franklin Hall, known to all as Jane, first opened its doors to students in early 1950, and had its official opening in September that year. In its early days, it was a small and tight-knit residential College for women only, but from the 1970s it expanded into a much larger co-educational establishment. At its fullest, Jane can accommodate as many as 190 students, but the closeness and strong sense of collegiality which characterised its early years remains very much alive, and 65 years later the College is still cherished by the current generation of residents as much as by previous generations. Traditionally, Jane has been the home of students from the north and northwest, venturing down to Hobart to undertake tertiary studies, being away from home for the first time and in many cases also being the first from their

families to go to university. Jane has become for them a place in which they have graduated from young student to mature adult.

Jane is both distant from and integral to the University. Set in its own leafy grounds in South Hobart, it looks out across Sandy Bay and the City, close to campuses but not on them. Physically apart from the University, the College is also organisationally independent, enjoying an affiliation with the University which allows her to be self-governing, but which also makes her an indispensable lifestyle option for the University to offer its students. This independence has allowed Jane to follow her own path, doggedly adhering to the classic Oxbridge College model and fending off the winds of change which have altered the nature of Christ and Fisher Colleges, and seen the demise of Hytten Hall. She is, like her namesake, a formidable and obdurate presence. Indeed, the choice of Jane Lady Franklin as the person whose name the College should bear was an inspired one.

In a speech to the Senior Common Room at Jane in 2010 – in honour of the College's 60<sup>th</sup> birthday – the late Jan O'Grady, the Senior Fellow in College at the time, remarked on the many qualities that made Jane Franklin the most extraordinary of Governor's wives - and one of the most influential people in the history of the early days of the Colony:

Jane threw herself into the task of making Hobart the main centre for cultural and intellectual life in the colonies and in that she seems to have been largely successful. She endeavoured to establish new educational institutions; she tried to reform some of the harsh penal systems left over from the Governor Arthur period; she encouraged local industry and she embarked on a number of colourful and adventurous exploits which would have been remarkable even today....

Jane was imbued with a pioneering spirit, even as she enjoyed the relative luxuries of Government House. She established orchards and agricultural pursuits on the Huon River, founded a small natural history society, which became the precursor to the Royal Society, and built the small Greek style building *Acanthe* in Lenah Valley to house her natural history museum. She was passionately interested in education, particularly for young girls, and tried to establish a state college, to be known as Christ College, which was to be the precursor to a University. The attempt failed, defeated in part by villainous bureaucrats in the Government who were busily undermining both her and Sir John's positions in the colony.

Jan summed Jane up as follows:

She was a remarkable woman, energetic, intelligent, resourceful and visionary. She accomplished much, even though many of her grand designs failed. It is possible that her most enduring legacy is as namesake of this College. I believe that she would be very proud of it.

We cannot be absolutely sure that Jane Franklin would have approved of the College, but the College is very proud of her. She represents so much of what the College aims to provide – a varied education, a life of physical and intellectual achievement, a life that contributes to the arts, a life that is concerned with the betterment of society. Jane the institution teaches much that is of enduring value: her academic programs supplement those of the University; she

competes with great success in interhall sports and activities; she inspires young talent through her art, music and literary competitions; and she raises thousands of dollars every year for charities.

Jane has been as important to the University as the University is to her. Many Jane students have brought great credit to the University as alumni – from the very first student to be enrolled at Jane (Enid Campbell, whose story is told elsewhere by Rhonda Ewart) to one of Australia's favourite cricketing sons (George Bailey). Indeed, these two vastly contrasting Jane alumni illustrate well the great range of Tasmanians and others who have built their careers and lives on the basis of the time they spent at Jane. Jane creates friendships and networks that last a lifetime.

From extraordinarily modest and humble beginnings in 1950, Jane has grown with the University into an enduring and vibrant community, a home for students from all over the state, the country and the world, a place of learning and academic achievement, and, above all, a place that moulds young and eager students into people committed to a lifetime of learning and of service. Wherever UTAS goes in future, so Jane must go too, providing the unique style of student accommodation that is the Jane model.

*About the author:* Adjunct Professor Mark Harrison, BA LLB (Hons) 1976 (ANU), is a former diplomat and senior Customs Executive, who since 2001 has been an Adjunct Professor at the Centre for Customs and Excise Studies at the University of Canberra and, more recently, Charles Sturt University, where he teaches in international customs, trade and aviation law. In 2014, Mark was appointed Principal of Jane Franklin Hall, having been an Honorary Fellow and then Senior Fellow at the College since 2011.

### **Oh– How you've changed Jane: Then and now at Jane Franklin Hall and the University** ***Helen Cameron***

I grew up in Launceston and was the fourth child of a manual worker. I think my parents looked on with amused wonderment as I sharpened my resolve to abandon commercial subjects and aspire to gaining competitive Matriculation results that would get me into the University in Hobart. Happily I could escape my fate as a female from a fairly poor family, thanks to access to university made possible through the provision of an Education Department scholarship which included a living allowance that meant that I could also reside at Jane Franklin Hall. My parents drove me down from Launceston and delivered me into the benign clutches of the Jane principal. I was a bright and motivated 16 year-old at the time of starting university but felt rather overawed when I first arrived at Jane Franklin Hall in February of 1960. I soon settled into life at Jane however and into my Arts/Psychology degree.

In those days, Jane was an all-female establishment, housed entirely in the original and beautiful old building. Expansion occurred during my stay at Jane, and a new building was constructed and occupied. When I first arrived however, all of the first-year girls shared the large upper level bedrooms in the old house, all with classical Greek names like *Calliope*. Four girls shared a room and around twenty five of us shared a single bathroom upstairs. This was somewhat primitive with a shower, bath, hand basin and one toilet all in one large open

room - so modesty was quickly relegated to a secondary level of importance compared with hygiene and other more pressing physiological matters. Communication with the outside was somewhat primitive too in that there was one communal phone upstairs, near an old box room. When the phone rang whoever was nearby at the time answered it and then on finding out who was required, the process entailed leaving the phone off the hook and yelling out her name as loudly as possible. Long conversations on the only available phone were a cause for some hostility on occasions. No mobile phones then!

We usually ate breakfast and dinner together in the company of other Jane inhabitants. Breakfast often included porridge and was a fairly informal process. Dinner was more formal however and we were all required to stand as the principal and senior girls came in to take their seats at the 'high table'. We all wore our black undergraduate academic gowns to formal dinner and on a couple of occasions some of us more mischievous girls wore *only* our gowns. We were a lively group and had a great deal of fun together. Because it was an all female establishment then, we were considered an attractive location to visit (and fair game) by the young men from Hytten Hall and Christ College where with thinly disguised sexual overtones we engaged in water fights and other high jinks. Evening prayers in the Chapel provided an opportunity to reconsider the direction of our lives when this seemed necessary.

Getting to university usually involved a brisk walk down the hill via Lynton Avenue in all weathers. I also had some first year psychology classes in the old university building on the Domain although this was phasing out and did not happen much in following years. No one had a car in our first year group and we walked just about everywhere - to all our classes, to parties, to the cinema, shopping in the city, to church and so on. None of the girls at Jane had a job during the semester and nor did most of the other university students I knew at that time. Almost everyone was a full time student - which left us plenty of time for hanging out together in the university cafeteria, smoking singly bought cigarettes and drinking coffee, tea and other soft drinks. We also had time for many other interests - like getting involved in musicals and theatre productions - initiated by Jane or through university associations, bush walking and snow skiing in the winter months. On a skiing trip in the area beyond Mount Field West, I had the privilege of viewing the beautiful Lake Pedder before it disappeared under the flooded valley.

The girls at Jane in those days were mostly from Northern or North Eastern Tasmanian towns or elsewhere in the state although several International students did join us during my time there. These girls came from Hong Kong and Indonesia - and we all became good friends. It was an active and enjoyable time overall and living at Jane provided us with a support base from which to attend our classes, complete our university assignments and to branch out into Hobart's wild 1960's society! The first Italian coffee shops were opening up with hints of a bohemian life that seemed enticing to some of us but in retrospect was all rather tame and safe. As far I as noticed, a few drinks at a party or dance and the odd cigarette was the limit of our drug use in those times.

The university student expansion over the last few decades has resulted in more full-fee paying overseas students, bringing greater diversity of cultural backgrounds. Adding further diversity, mature-aged student numbers have more than doubled in the past 20 years. In general then, the current university student profile is much more diverse in terms of lifestyle,

age, educational background and ethnicity than was the case in the 60's and this has its challenges for students, their teachers and support persons in universities. Many first year students now appear to see the university as an alienating and rejecting space. I am reassured then that establishments such as Jane Franklin Hall exist and can assist students to cope with all these new pressures and conflicting demands.

*About the author:* Dr Helen Cameron was a student at the University in the 1960s, at which time she was also a Resident of Jane Franklin Hall when the College was a women-only establishment. This is an abbreviated version of an article written by Helen in 2008.

### **For She's a Jolly Good Fellow *Mark Harrison***

Jane Franklin Hall prides itself on the Academic environment which it creates for its residents, and which supplements that provided by the University. There are three pillars to this aspect of College life: the scholarship program we run to assist students to meet the costs of living at Jane, the tutorial program which furthers individual and group learning within the College, and the Fellows program, which brings into the College a group of accomplished academics and professionals as mentors for the students.

The Fellows Program harks back to the Oxbridge College tradition. There are currently more than 30 Honorary and Official Fellows altogether, most of whom have multiple degrees. They have an average of at least 30 years experience of life in University...and beyond. That is a combined total of more than 900 years of academic life. The Fellows boast degrees ranging from Microbiology to Law, from Mathematics to Music; they are theologians and philosophers, logicians and psychiatrists. They have lived in many countries overseas and many states of Australia, have worked in many different walks of life, have studied under great teachers and brought forth great pupils.

Their involvement with Jane is on many levels. They contribute to the governance of the College through the Committees on which they sit and through their representation on College Council. They contribute financially. They are part of the social and intellectual life of the College. They provide pastoral care. They provide a strong sense of continuity. They link the College to the University and to the city of Hobart. They are both part of the tradition of the College, and the guardians of that tradition. They are a source of guidance, mentoring, advice and inspiration, not only for the students' time at university but for whatever lies ahead after university.

Two Fellows are wonderful examples of this connection between the College and the University.

Dr Shirley Jeffery was a Fellow at Jane for 15 years, until her death in January 2014. I quote now from the obituary jointly written by her brother Tom, Dr Lesley Clementson, herself a Fellow of Jane, and Dr Gustaaf Hallegraef, an esteemed member of the University staff:

Shirley Jeffery was an internationally renowned marine biochemist, specialising in micro-algal research. She was known as the 'Mother of

Chlorophyll C' because in 1959-60, at the CSIRO Division of fisheries and oceanography, she discovered, isolated and purified chlorophyll C in crystal form. This breakthrough allowed oceanographers accurately to measure plant production in the ocean, providing the basis for the development and growth of aquaculture.

Shirley graduated from the University of Sydney in 1952 with a BSc and in 1954 with an MSc. She then completed her doctorate at King's College, London in 1958. Her career in algal research was highlighted by her completion of the Algal Culture Collection, which is now known as the Australian National Algal Culture Collection. She was appointed a Fellow of the Australian Academy of Science in 1991 and a Member of the Order of Australia in 1993. In 2000 she was awarded the US Academy of Science's Gilbert Morgan Smith Medal – the first non-US citizen to be so recognised. She also received the Clarke Medal from the Royal Society of NSW. In 2003 and she received the Centenary Medal and was awarded the Shinkishi Hatai Medal at the 21<sup>st</sup> Pacific Science Conference in Okinawa.

Shirley retired in 1995, but continued to research and publish as an honorary research fellow with the CSIRO until her death. As a Fellow of Jane Franklin Hall she was able to inspire successive generations of Jane students. Her family has made a bequest of Shirley's certificates and medals to the College. A room has been especially renovated and furnished with Shirley's furniture and now houses a display of the medals and awards which decorated her life. The room is one designed for quiet contemplation, and a 'safe haven' from the otherwise busy and hectic daily happenings of the College. It is also a quiet reminder of the achievements and academic success of this most decorated of Fellows.

Dr Karla Fenton is, happily, still very much part of the Jane community. A graduate of the University of Melbourne and the Royal Melbourne Hospital, Carla joined the Tasmanian Psychiatric Services in 1969. She worked in all areas of this facility: Adult psychiatry, Combined Children's Centre, Youth Counselling, Superintendent of the Alcohol and Drug Treatment Centres at the John Edis Hospital, Royal Hobart Hospital and the Royal Derwent Hospital. Later she worked at Clare House in Child and Adolescent Psychiatry and was Acting Regional Psychiatrist on the North West Coast. From 1990 until 2005-6, she was a Forensic Examiner for the Sexual Assault Medical Services. Karla's association with Jane began in the 1970s and she has been a Fellow here for many years.

Karla's lasting legacy to the College is the Karla Fenton Scholarship. Awarded annually, it provides funds for a College resident to study abroad, on the understanding that the student intends to return to the College the following year. The Scholarship is much sought after and appreciated by the students.

Two Fellows, two lasting legacies for the College, and two outstanding role models for the students: examples of how the Fellows program at Jane makes a substantial contribution to the College's academic life.

*About the author:* Adjunct Professor Mark Harrison, BA LLB (Hons) 1976 (ANU), is a former diplomat and senior Customs Executive, who since 2001 has been an Adjunct Professor at the Centre for Customs and Excise Studies at the University of Canberra and, more recently, Charles Sturt University, where he teaches in international customs, trade and aviation law. In 2014, Mark was appointed Principal of Jane Franklin Hall, having been an Honorary Fellow and then Senior Fellow at the College since 2011.

### **College life in the 1950s *Robert (Bob) Clarke***

In my time at the University of Tasmania, that is, in the 1950s, there were only two residential colleges attached to the University. The Jane Franklin Hall was strictly for 'the birds'. Christ College, an Anglican college, was the home away from home to 36 men. At that time, Christ College was located at 149 Park Street, now a complex of holiday accommodation on the Brooker Highway, although the original Lodge and College buildings are still standing, well hidden from the road. As I recollect, the Jane Franklin Hall was in Davey Street.

When I arrived in 1951, the Warden was a very proper, very decent English clergyman, Arthur Alan Weston Gray. Despite my adjectives, he was a 'good bloke'. He appreciated the mores of a group of male students leading a slightly eccentric life. Our harmless initiations drew no criticism from Rev Gray, although the populace of Hobart may not have been so forgiving. In my case, for example, Edward VII received a clean-up for the first time in his life, to judge by the accumulated sea gull deposits on his head.

Commemoration Day (when degrees were conferred) often strained the patience of the Hobart citizenry, for example, the time a group of our students staged a 'robbery' of the old Commonwealth Bank in Elizabeth Street, next to the Post Office. One of the robbers was to be later a prominent lawyer in Launceston; another was to be a senior academic at Canberra's ANU. The third went on to be a lawyer in Sydney. The police charged them with disturbing the peace, however the Magistrate, Geoff Sorell, eventually dismissed the charge but issued a stern warning. The Commem Parade through the city was actually welcomed by the good Burghers of Hobart. Some floats were a little risqué for the time but they would be pretty tame now.

Unfortunately, in 1953, the Warden's wife died and A A W Gray had to leave as it was a condition of his appointment that he be married. He was replaced by the Rev Canon Lance Dudley from St Paul's Church in Launceston. Although a very nice man, Rev Dudley did not have a sense of humour. He and his wife soon staged a garden party along the lines for which Christ College was noted in the 1930s. At this time, College was dry. I had a flask of rum in my room, I stress strictly for medicinal purposes. Under cover of a group of friends, I emptied the flask into a bowl of punch. Regrettably, the seven year old son of the then Professor of Psychology, liked the punch and wound up drunk! One mean student dropped me in to the Warden, who was hell bent on sending me down (that is, kicking me out). Fortunately, the then Bishop of Tasmania, Geoffrey Cranswick, had a sense of humour, and sang out to me, 'Mr Clarke, I hear you make a nice line of punch. You must make some for me the next time I come'. Saved by a Bishop!



Every year, we used to make an unannounced swap with some of the girls from Jane Franklin Hall. A number of Christ College men would head up to Jane Franklin for formal dinner and an equal number of the girls would turn up at College. It soon became an enjoyable tradition; I'll bet it doesn't happen now.

Two events are still fixed in my memory. Back in 1951, we had the first big snow fall in the city that many people could recall. It was quite deep in Park Street. One of our men used to sleep nude. Wearing only a dressing gown, he came down to the front door to see what the noise was about. A big Canadian student planted a handful of snow right where it hurt most. He yelled so loudly that even Alan Gray objected and fined him 10 shillings (lot of money in those days) for breaking quiet hours!

The other event of real significance was the arrival of the first Asian student to the University. He was an Indian and Christ College was pleased to accept him. He was the first of many: Indonesians, Malaysians, and Singaporeans.

College was dry in those days, but that did not mean we obeyed the rules. The Board had built a new concrete brick wing on to the existing building. Because of its appearance it was referred to unlovingly as 'Belsen' after a certain establishment in Central Europe. It backed on to a number of vacant blocks owned by the College Board. One block soon became a dumping ground for 'empties'. In 1953 the first connection between old and new deposits occurred. In 1954, when a cash-strapped Board decided to auction a few of the vacant blocks adjoining College, the buyer of one block financed the foundations of his house with the proceeds of the bottles carted from his block.

Life at College in those days was good and we all benefitted from the experience. I doubt if today's students have quite the relaxed life mixed with study that we enjoyed.

*About the author:* Robert J Clarke BA 1954 DipEd spent four fruitless years teaching, then qualified as an accountant and is now enjoying retirement, reading Mediaeval History. He spent four years living at Christ College and spent a couple of years working on *Togatus*, the student newspaper.

### **Who Liberated the Shot? *Robert (Bob) Clarke***

One of the problems of living in Christ College was that we had to provide our own light relief. A system known as 'quiet hours' applied from 8.00pm to 8.00am. This was supposed to inculcate a study habit. In some cases it did. With me, I regret to say, it failed miserably.

One form of light relief was a regular singing session round the piano in the Common Room. Our repertoire was not extensive, consisting largely of bawdy student songs. At times that could be embarrassing. There was the occasion when Paul Dudley, the Warden's son, was playing us through 'The Good Ship Venus'. Suddenly his father, Rev Canon Lance Dudley appeared beside us and said mildly, 'Paul, there is someone in the Lodge to see you'. Having delivered his message, the Warden departed without another word, leaving behind a rather abashed group of residents.

Then there was the time a promising Afro-American singer brought out three records to rave reviews. So half a dozen of the 3rd and 4th men rushed off and bought the three records. It didn't matter that there was only one record player in the college. We took it in turns to play our three records on John's record player. In the intervening years, I became very addicted to that singer. I found some of her songs the epitome of erotica. Her name? She was the late, very great Eartha Kitt. Listen to her songs *An Old Fashioned Girl*, or *Under the Bridges of Paris* and you will know what I mean.

Cricket played an important part in our lives. Although University did not have a team in those days, the game was alive and well at College. Our daily hit outs on the tennis court were taken very seriously. It became a bit costly for me; we had to replace personally any balls we hit and which could not be found either in the nearby streets or the jungle that used to be the College garden. I lost quite a few which hit my pocket hard. The annual Freshers v Lifers match at the end of the year was played as fiercely as any Test Match at Lord's. Unfortunately, due to the then licensing laws, we could not officially unwind with a few beers in our 'local' as Test players could. Fortunately, the licensee at the nearby Tasmanian Inn turned a blind eye to our failure to have reached the legal age of 21.

I mentioned quiet hours. At some time, someone – and I really do not know who it was – ‘liberated’ the shot (as in shot put) from the University Athletics Club. It wound up in the room of one Lloyd Lack. Lloyd's room was at the opposite end of the first floor to mine. (I chose my room because the chimney of the Common Room passed up one wall; it saved me a lot of money in electricity and kept me warm in winter.) At some time in quiet hours, Lloyd would roll the 16-pound shot along the concrete floor. The noise on a concrete floor was a bit like a clap of thunder going full bore. When the shot came to my end, I would grab it and after a suitable, probably pregnant, interval, roll it back to Lloyd. Again, the noise was spectacular. After one return trip, the shot retired for the night, to rest for another journey.

I regret that I do not have space to tell of the times motor bikes were taken apart, repaired and reassembled in the space under the roof and behind the library. On one occasion, the owner of a bike laid out a board track and tested the repair job by riding the motor bike along it. I do not believe it was done during quiet hours.

Childish? Yes, but remember we had no television in those days and with the cost of radios, very few students could afford them. So we had to resort to simple pleasures, especially those that were cost effective (i.e. cheap!). Of course, when we graduated, we all regrettably grew up. But I still do not know who liberated the shot.

*About the author:* Robert J Clarke BA 1954 DipEd spent four fruitless years teaching, then qualified as an accountant and is now enjoying retirement, reading Mediaeval History. He spent four years living at Christ College and spent a couple of years working on *Togatus*, the student newspaper.

**A Brief History of the University Club – a personal perspective** *Peter Doe, David Elliott, Bob Menary*

The origins of the University Club can be traced with some accuracy to 1957 when Dr Geoff Cheeseman, newly arrived as a lecturer in chemistry, found a ‘tea club’ in existence on the Domain campus that he described in his memoirs as ‘disgraceful’. This was when the ‘Orr Case’ was in full swing and staff opinion was deeply divided. There was extreme tension between academic staff and the senior University management and the Council. One of the recommendations of the ensuing Royal Commission was that the University provide suitable accommodation for the ‘Senior Common Room’ in the new Students Union Building on the Sandy Bay campus.

When the bulk of the university moved to Sandy Bay in 1958, Geoff Cheeseman was the prime mover in seeing that a space was provided in the newly built Student Union Building. This was in part made possible by the efforts of staff members who ran what was at the time the biggest Art Union raffle in Tasmania. The government of the day promised to match the funding and according to all accounts was embarrassed by having to contribute £25,000. The first prize was a Ford Falcon car, and someone donated a pony; the appeal was launched by Sir Robert Menzies.

When I was appointed as lecturer in engineering in 1964, the Senior Common Room was well established in the Student Union Building but under pressure to vacate the space. Most of the lecturing staff were members and dined there regularly. It was at that time when the University Council, no doubt mindful to placate the academic staff after a decade of division, found funds to build the first part of the building now occupied by the University Club. Geoff Cheeseman was President at the time and I recall him asking me to be the secretary with the advice ‘that it would not be a sinecure’. After looking up the meaning of the word and taking on the role, I would have to agree with him.

One of my first tasks was to obtain a liquor license and set up a bar – beer cooler, taps, the lot. One of the licensing requirements was to install a bell by the entrance so that if ever the licencing police decided to raid, we could stop doing whatever we should not have been doing before they entered. They never did. The bar was initially a great success with Dr Alan Bray (immortalised in the eponymous room that was built during his Presidency) organising Friday night ‘meetings’. Geoff Cheeseman, in his memoirs, said that he did not approve these functions as ‘not being in the spirit of a Senior common room’ and was relieved that they eventually discontinued.

It was about that time the Senior Common Room membership widened to include all staff of the university and was renamed the University Staff Club. Later, with postgraduate students joining, it became what it is now known as today – the University Club.

The biggest problem in the early days was finding and keeping good caterers. Providing nutritious and interesting meals at an attractive price was a challenge. The Club has been, and still is, fortunate to have been able to maintain a high standard of catering and service. Most Vice Chancellors have supported the Club in recognition of the value to the University of the

collegiality it engenders. But apart from the maintenance of the external fabric of the building (which is the University's responsibility), the Club has always been financially viable. The Club has been most fortunate to enjoy the service that Christine and her 'Pickled Pear' staff have provided for the past 15 years.

The history of the University Club would not be complete without reference to Table 13.

It was started unwittingly by the late David Caro, Vice-Chancellor from 1978 to 1982. When he first came to the University he thought it would be a good way to meet staff by lunching at the University Club. David would sit at a particular table (Table 13) and anyone could join him for a chat. During the tenure of subsequent Vice-Chancellors the group that regularly dined at Table 13 acquired a reputation of keeping a close eye on how the University was being run, and made sure that one or more of the group was elected to Council. Table 13's mission statement is, *inter alia*, 'keeping the bastards honest'. There were some not very subtle campaigns in that regard including an irreverent interpretation the University's visual identity (the lion) being used '...as a means of marking territory'. Criticism of the University's adoption of the 'Total Quality Management' philosophy drew a less than favourable response. Table 13 is proud of its motto – 'Fama non taciti' – not reputed for remaining silent.

But so there is no misunderstanding, Table 13 is, as it always has been, a place where anyone in the University (apart from undergraduates) can meet, have lunch and fix the problems of the University and the World. Former Presidents include Bruce Johnson at the start of the new building; Bruce Felmingham who oversaw the vertical extension; Bob Menary and Ross Large at the time of the major refurbishments and renovation, and more recently Tony Sprent, Peter Chapman and Rob White.

From a personal perspective the wheel has turned full circle; from the time when my father, Tom Doe, became the inaugural secretary when the Senior Common Room separated from the Staff Association in 1952, through the time when I took on the same role in 1964, to my election as University Club President in 2014.

The University Club, and its predecessor, has been in existence for exactly half of the University's 125 years.

*About the authors:* Dr Peter Doe is now retired after 39 years at the University of Tasmania as associate professor of mechanical engineering. See also his story on Engineering. Emeritus Professor David Elliott, from the School of Mathematics, has also jointly contributed the story on Mathematics. Professor Robert (Bob) Menary, retired from the School of Agricultural Science, has also contributed the story for Agriculture.

### Cricket at the University of Tasmania *Bob Cotgrove*

Like good food and fine wine, cricket has been an integral part of the sporting and social activities of UTAS since its inception.

The Tasmania University Cricket Club (TUCC) website ([www.tucc.org.au/](http://www.tucc.org.au/)) records a meeting held on 16 September 1898 to establish a University Cricket Club with colours similar to those of the University Tennis Club. The meeting agreed a proposal to use the Queens College nets and to share a joint pitch with Queens 'at the Upper Cricket Ground' (the old TCA ground on the Queens Domain).

Most cricket activity at the university in the early decades, being essentially informal in structure, *ad hoc* in organisation, and social in purpose, unfortunately has been lost to the archival record, awaiting an historian with a passion for cricket to uncover.



Cricket team. Photo supplied by the author.

It was not until 1955 that Dick Bentham, then a young lecturer in law, put the effort into recruiting sufficient staff and student players to form the TUCC and enter teams in the Old Scholars and Mid-Week competitions.

Unfortunately for Bentham his commendable efforts were dealt the cruellest of fates by the cricketing gods, when he was run out by his opening batting partner, another stalwart of the TUCC, Ted Stokes, from the very first ball delivered to a University batsman in the Mid-Week competition!

Success in these 'junior' competitions led to intense lobbying by Bill Bale, Tim Burbury, James Menadue and others for inclusion of the club in the Tasmanian Cricket Association (TCA) pennant competition.

Somewhat grudgingly, given the district-based nature of the TCA, the club was finally admitted as the 10th team in the Second Grade competition for the 1961-62 season.

That very first TCA team comprised Gerald Johnston, captain, Tony Harrison, vice-captain, Bill Bale, Tim Burbury, David Collins, John Davies, Greg Foot, Ross Monro, Graeme Morris, Michael Shore, Don Stewart and Alan Taylor. Several were First Grade players from other TCA clubs, willing to step down a grade to help the fledgling club.

The talented team easily topped the ladder at the end of the pennant matches and went on to win the premiership beating Brighton by an innings and plenty in the semi-final and then New Town convincingly in the grand final.

As a result the club was admitted to First and Second grades the following season and the year after became a full TCA member, fielding teams in all three pennant grades.

My own association with the club began as a mature age student opening batsman at the start of the 1965-66 season, and I was elected to president in 1966-67 and continuing through to today as patron.

Recruiting was a constant problem for the club in its early years. TCA regulations limited us a total of only 8 graduates, with no more than 3 in any one team. Unlike university clubs in other Australian metropolitan premier competitions, undergraduates here were allowed to continue playing with their district clubs rather than being obliged to play with the TUCC.

The start of the cricket season coincides with examinations and the long summer break when most students, of financial necessity, went home to the mainland or to other parts of Tasmania.

Despite these difficulties the TCA, after recruiting the young Yorkshire professional John Hampshire as its first international coach at the start of the 1966-67 season, assisted our cause by assigning him to us as a player for each of the three seasons of his contract.

Notwithstanding his frequent absences for intrastate and Tasmanian matches Hampshire was a most valuable player and mentor, teaching us the tactics and subtleties needed to win matches and maximise our playing potential. Key student players at the time were batsman Graeme Farrell, wicket-keeper batsman Bruce Doolan, all-rounder Brent Palfreyman, all future Tasmanian players, and Jock Abey, the first TUCC bowler to reach 100 first grade wickets.

Without Hampshire, who had to return to Yorkshire for pre-season training, we made the First Grade finals in 1967-68, beating Glenorchy in the semi-final before losing to Len Maddox's New Town in a closely fought rain-affected grand final.

Management of the club in those days was in the hands of students and finance was a constant problem. We were dependent on the TUU Sports Council for paying TCA registration, umpires fees, and equipment, including new balls for each match. A team kitbag containing 2 or 3 well-oiled bats, 4 pairs of batting gloves (2 right-handed, 2 left-handed), 4 pairs of pads, stumps, bails and spare balls was used by most of the players for their essential playing equipment. Wives and girlfriends prepared afternoon teas for home and visiting teams, and the after-match bar trade was an important source of income.

The 1970s brought further progress and success. Relaxation of the graduate restrictions allowed longer playing careers. New players, in particular batsman Mike Norman (105 First Grade matches), all-rounder Ray Brown (243), wicket-keeper Mike Street (231) and fast bowler Paul Cossum (147) gave exceptional service throughout the decade and beyond.

Under coach Graeme Mansfield we finally won our first First Grade premiership, in 1974-75, and repeated the feat in 1977-78. Both victories were against Clarence and in both matches we lost the toss and were sent in to bat, scoring enough runs for our bowlers to put pressure on the highly favoured eastern shore side. Our pace bowlers in particular produced some of the best match figures in the club's history. In 1974-75, Ray Brown took 7 for 39 and Graeme Mansfield 7 for 44. In 1977-78, after Paul Cossum, 8-79, and Ray Brown, 6-47, had destroyed New Town in the semi-final, Roger Clemons, 7-70, took the bowling honours in the grand-final.

Inter-varsity matches were important fixtures on our cricketing calendar in the early years and continued into the 1980s when, following Tasmania's admission into the Sheffield Shield competition, the focus turned more towards developing local talent and fostering junior cricket development.

Intervarsity matches, usually 3-day (occasionally 2-day) duration, provided valuable experience of playing against university teams from other states both home and away. They were also an important recruiting tool. The attraction of a 2-week tour to Adelaide, Melbourne or Sydney to play cricket and enjoy the attendant social activities was often the carrot needed to encourage student players from other clubs to switch their allegiance to the TUCC.

The 1980s saw the recruitment of another English professional cricketer. Simon Hinks, a tall 22 year old left handed opening batsman, made an immediate impression, scoring an unbeaten century on debut only hours after arriving from a harrowing 40-hour flight from Kent. In three seasons with TUCC Simon amassed 2,011 runs at 45.7 with 4 centuries and 11 fifties and, like John Hampshire, was appointed as the TCA's schools coach and cricket development officer.

Graeme Farrell returned to the club and with other experienced players under the astute leadership of Mike Street the club secured back-to-back premierships in 1985-86 and 1986-87, both again against Clarence.

The latter premiership was assisted primarily by West Indian test player Eldine Baptiste, a fellow Kent professional replacing Hinks, took 6-55 as part of his season's tally of 832 runs at 59.4 and 41 wickets at 17.6.

The 1990s saw a break with tradition with the election of Murray McDonald as president, the first to hold the position who had not been a former student player.

McDonald's presidency, spanning eleven consecutive seasons, coincided with major changes in the way Australian and Tasmanian cricket was organised. In 1991 the Tasmanian Cricket Association assumed the supreme role for the development of cricket in Tasmania, replacing the former Tasmanian Cricket Council, while in 1998 the Australian Cricket Board funded national and state player contracts, establishing for the first time squads of fully professional cricketers.

As a result of these changes TUCC, along with other TCA clubs, became nurseries for aspiring professional cricketers from within Tasmania and from interstate.

Following McDonald, the tradition of electing former student players as president has resumed, with Michael Graham-Smith 2000-07, and Paul McNamara, from 2007 to the present. However, the focus on developing junior talent and offering a home for aspiring state and national players remains.

The richness of talent at the TUCC in recent years has been impressive.

Jamie Cox, Dene Hills, Ben Hilfenhaus, Jason Krejza, James Faulkner, Ben Loughlin, and Tim Paine have become household names in Australian cricket due to their success at the national and international level. Others to attain first class representation since 1990 have been Graeme Cunningham, Tony Daly, Josh Marquet, David Millns, Gavin Robertson, Brad Thomas, Rhett Lockyer, Darren McNees, and Greg Rowell.

Although some, due to representative commitments, have had limited opportunities to perform at club level, Cox, Hills, Daly, Cunningham, Lockyear, Faulkner, Hilfenhaus, McNees, Paine, and Thomas, as well as regular players Josh Bean, Gordon Kerr and Andrew Kealy, have given consistent and outstanding service to the club's successes in winning the premiership (now renamed Cricket Tasmania Premier League First Grade) in seasons 1999-2000 and 2008-09 and the Kookaburra Cup one-Day trophy in 1999-2000, 2000-01, 2003-04 and 2012-13.



Brad Thomas, in particular, can justly claim to be the club's best ever player, being the leading run scorer with 6,663 runs at 31.6, the 4<sup>th</sup> leading wicket-taker with 370 wickets at 20.6, and winning the TCA's best player medal on three times occasions.

Leg spin bowler Josh Bean has become the club's leading wicket-taker and an almost automatic selection in the TCA Team of the Year, while Gordon Kerr, the current captain, has achieved a fine double in scoring in excess of 1.500 runs and taking more than 150 wickets.

And so the caravan rolls on. Whatever the future holds for the University of Tasmania in an ever changing world of globalisation and electronic communications, it is certain that the TUCC and the timeless craft of cricket will continue to be an integral part of its culture.

*About the author:* Bob Cotgrove, in addition to his involvement with cricket, was a lecturer at the University of Tasmania in the School of Geography and Environmental Studies from 1970-2004, and was with the Shanghai Ocean University from 2009-2011.

## **University of Tasmania Football Club *M Eagle***

### **Club History**

The club (nickname –The Rainbows) currently fields two teams (Seniors and Reserves) in the Old Scholars Football Association (OSFA). This is primarily a Hobart City based competition. The other clubs in the competition are Dominic Old Scholars, Channel, OHA, Hutchins Old Boys, St Virgils Old Scholars and Richmond.

The Club is based on the Tasmania University campus, at the end of Grosvenor Street in Sandy Bay. The existing clubrooms were built in the late 1980's as a joint arrangement between the Commonwealth Government, the University and the Football and Cricket Clubs.

University has a proud tradition of success. There are records of the club playing earlier but organized association football started when the club joined the Queenborough Football Association (formed in 1936), and from 1936 to 1947 played against teams in the Sandy Bay area on an ad-hoc basis. In 1948, we joined the Amateurs and were fortunate enough to win the premiership in our second year, 1949, defeating Hutchins.

Currently in the Old Scholars (formed in 1989) we have a registered list of players, around 70, to field two teams. We also have an active supporters group, which currently numbers around 90. During the 70s and 80's the club fielded up to 5 teams and over the years many enduring friendships have been made, much enjoyment has been had and when the football gods have smiled on the TUFC we have won premierships.

Senior premierships after 1949 are:

- 1970, Southern and State,
- 1971, Southern and State,
- 1973, Southern and State,
- 1977, Southern and State,

1985, A Southern,  
1992, Old Scholars, and  
1993, Old Scholars.

Our coaches over these successful years have been:

from 1967 to 1973, Brian Eade, (father of Rodney, Gold Coast Suns coach),  
in 1977, Ron Mawbey (three years),  
in 1985, Mark Johnstone (four years),  
from 1988 to 1991, Peter Walker, with VFL experience at Footscray.  
in 1992, Brad Willis, and  
in 1993, Brett Manion(three years).

We have had a number of players that have won Association Best and Fairests, namely:

Graeme Foster in 1951,  
Nick Evers in 1959,  
Brad Willis in 1987,  
John MacMurray in 1991,1993,  
Brendan Browning in 2002,  
Cameron Burgess in 2010, and  
Joe Arnold in 2014.

Graeme Foster's name lives on with the Graeme Foster Tasmania University Football Club Scholarship provided by the Tasmania University Football Club (TUFC) through the generosity of its past members and supporters and the University Foundation. During our stint in the Amateurs we had two players selected in the All-Australian Amateur teams, Brian Smith in 1969 and Terry Owens in 1971. More recently the OSFA each year selects a team of the year. Over the last ten years Cameron Burgess has made 9 out of a possible ten.

The Reserves and Thirds have also tasted success. The Reserves in 1963, 1968, 1970, 1971, 1983, 1992, 1993, 1994 1995, and 2005. The Thirds in 1968, 1975, 1983, 1985, 1990, 1992 and 1995.

We have a number of players and associates of the club that have reached life membership of the OSFA, eligibility being 250 games or 10 years on the Association Executive, namely:

Bill Trethewie in 1995,  
Alan McKinlay in 1997,  
Matthew Sealy in 1997,  
Gary McCarthy in 1999,  
Matt Gregory in 2000,  
John Kenny in 2000,  
Darren Sheen in 2004 and  
Paul Brooks in 2014

The Tasmania University Football Club hopes to provide an avenue for students to mix with other community members in a competitive environment for many years to come. Many benefits are also gained from playing in a team environment and being involved in the running of a sports club and the friendships made can endure for life.

## Association Football (Soccer) at the University of Tasmania....*Jeff Connolly and Wayne Goninon*



Veterans' Games 1994, Devonport.

The first Association Football (Soccer) match played by a team consisting of individuals representing the University of Tasmania has been recorded in *A History of Football in Australia - A Game of Two Halves* written by Roy Hay and Bill Murray.

Tasmania played many games against ships' crews, but the first game to set in motion what led to regular competition was played in 1898, and two years later a league was introduced, thanks to the efforts of the Rev. Fred Taylor, from Manchester England who organised a team at the University of Tasmania, called 'Trinity' after his church. This was a University composite side and predates Tasmania's oldest soccer club and ongoing competition (South Hobart, 1910).

So how did the University Soccer Club have its beginnings? Late in 1949 four young men, who attended the University of Tasmania, stood quaffing ales in the front bar of the Travellers Rest Hotel. Patrick Murphy, Robert (Bob) Naylor and the Gatehouse brothers, Brian and Colin, wanted to play soccer for University. The only problem was that there was no registered University team playing in either of the two soccer divisions that existed at that time.

The four youths decided to start their own team and register to play as the University side. They organized a side to play in the Second Division of the Tasmanian Soccer Association and looked amongst the student body for players. The first game was played on Saturday 15 April 1950 during which Brian Gatehouse scored the University's first goal by neatly slotting home a penalty in an ignominious defeat to South Hobart with a score line of 15-1.

Enthusiasm for the game, that has continued to follow the University team, remained undiminished as the team organizers rifled through old student registrations to find people who had indicated that they wanted to play soccer. Some of the early players were Fred Joughin, who was a law graduate and working full time, Reg Wright was a footballer who gave away lots of free kicks, Alf Knowlan was a fireman and Malcolm Searle was a New Zealander. On occasion rugby or football players were also drafted to make up the numbers. The mix of people in the first year was of students, staff, overseas players and some working individuals and that mix has remained much the same over the years.

The Club's first win was Saturday 17 June 1950, its sixth game, when University defeated Mount Nelson 2-1. Malcolm Searle scored both goals and best players were Jimmy Kwong, Fred Joughin and Malcolm Searle. In this first season the team only won two of its 12 roster games, with 11 goals for and 50 against, but Jimmy Kwong, arguably the best half-back at that time, won the Tasmanian Soccer Federation 1950 – Best & Fairest 'B' Grade award. From this humble beginning the Club began to slowly gain some permanence until in 1958 there were enough players to field two teams in the Second Division.

It was not until 1961 that University gained promotion to the first division so that at last the two University teams did not play against each other in the roster. With the influx of British migrants, and people from around the world to work on Hydro projects, the numbers of people wanting to play soccer grew and new teams were formed. By 1965 the University had a team in each of three divisions. The immigrants brought their families and in 1971 the University had an Under 19 side and, in 1973, an Under 17 side and then, in 1977, an under 15 team.

Television had become a normal appliance in homes and slowly soccer received air time and interest continued to grow. The Soccer World Cup brought the game into people's homes and Australians began to play in greater numbers.



The 1984 Grads team before playing a friendly match against the Refs. Who stole the trophy?

By 1984 The University Soccer Club had six senior men's teams and an under 14 side. This grew to seven senior teams in 1984 then to nine senior men's teams by 1999. The numbers of senior men's teams have fluctuated since but under age sides have continued to be a focus of the Club as it tries to integrate with schools and the surrounding community.

Intervarsity Sports Carnivals commenced in 1928 but it was not until 1947 that Intervarsity Soccer Carnivals began. In 1958 an Intervarsity Soccer Carnival was held in Melbourne and this was the first time Tasmania sent a Soccer Intervarsity team away. The Tasmanian team performed well and Sursen Singh gained a place in the All-Australian Universities side. This competition was played over a one week period and teams could play five or more games in the week. As well as attending organized social functions this made it a tiring but exhilarating experience for most participants.

In 1965 the University of Tasmania hosted the Soccer Intervarsity Games. Teams came from all over Australia and as usual a good time was had by all. In 1975 the Soccer Intervarsity Games were held at the Monash University in Melbourne. Hume Moase, a long time Tasmanian University student and Intervarsity attendee, was an Australian Universities Selector. Colin Pidd was an outstanding player for the University of Tasmania and was selected in the Australian Universities team who played a game against the Free Universities of Berlin. In 1977 the University of Tasmania once again hosted the Soccer Intervarsity Games. A number of older players present at the 1965 Games helped organise the event.

Much of the ongoing success of the University Soccer Club can be attributed to Fred Joughin whose efforts saw the Club grow from a second Division team to the largest sporting club within the University of Tasmania, and one of the largest soccer clubs in Tasmania with about 250 men, women and youth playing members.



Grads Team 1990

Fred was actively involved in the move from the Rugby Ground near Sandy Bay road to Olinda Grove in the early 1990s, a process that was vital to the continued growth and development of the University Soccer Club. This was the first time the Club had playing fields for its predominant use. In 2004 the pavilion, housing both change rooms and clubroom



facilities, was named after the Joughin family in recognition of the people most closely connected with the Club over five decades.

In 2009 Fred Joughin was granted an Order of Australia Medal for his service as a productive and giving member of the Tasmanian community, and for his outstanding contribution to the world game. Fred's service and contribution to soccer at the University of Tasmania is summarised as follows,

- 32 years as a player with University (over 600 games)
- 6 years as University Soccer Club Captain, and over 25 years as Chair of Selectors
- 5 years as Secretary of STSA, and 3 years as Secretary Treasurer of Tasmanian Soccer Council
- 20 years as University Soccer Club Chairman, followed by 35 years as President
- Nearly 50 years as University Soccer Club record keeper
- Life Member of Soccer Tasmania
- Life Member of University Soccer Club (1966)
- Life Member of University Soccer Club with Merit Bar (1978)
- Other roles include University Soccer Club Committee member over 5 decades, University Soccer Club legal advocate.

We hope that all players can strive to emulate Fred's level of dedication and commitment to our sporting club.

*About the author:* Jeff Connolly came to the University of Tasmania in 1974 but had such a good time his studies were neglected. He joined the Soccer Club, playing and undertaking committee service each year until 1986. He began collating historical data in the late seventies and has continued doing so ever since as well as undertaking fundraising activities.

### **Women's Rowing *Helen Knight***

It was Piet Schouten who started it....

Following a university inter-college event near New Norfolk in 1969 – where the two women's crews were given a serious head-start by the three men's crews, Piet (coach of my crew) asked if I would be interested in being part of a 'serious' women's crew as I seemed to have natural rowing ability. I was pretty sure that what he had really noticed was my familiarity with boats, having spent all of my years until then on or near the water at Beauty Point.

Sometime during 1970 we started training. Piet had 'found' Beth Mulligan (3), Carol Gadsden (2) and Chris Bardenhagen (bow), and I later found Kate Keenan (cox). I was stroke.

To start with, Piet coached from the cox seat – which gave us plenty of training weight to work with! Beth, Carol and Chris were champions in other sports and very fit, but inexperienced in rowing. Their determination and discipline meant they soon caught on.

When Kate took over as cox, Piet graduated to using the Boat Club's red 'tinny'. Kate had no experience in boats either, but she too was quick to catch on. Kate was slight and intense and her vocal capacities more than once ensured that the crew did what was required! She was particularly good at making sure that, as stroke, I pushed through the physical demand thresholds – putting her face close to mine and communicating her expectations in unambiguous terms!



Training on the Yarra, 1972. Photo supplied by the author.

In May 1972 we competed at the intervarsity in Melbourne, on the Yarra. We hadn't raced before, so were very keyed-up. Piet notes in his report: 'In their heat... the Tasmanian girls defeated a very experienced and fancied Sydney crew to go straight into the final... The course has a dog-leg soon after the start and a bridge at the 600m mark. This makes the 1000m course a very difficult one to steer, but Kate handled it very well. Although the Tasmanian crew didn't have as smooth a rowing style as most of the other crews, the girls made up for this in strength and determination.'

Melbourne got there first in the final. We were second to cross the line and, according to Piet's report, fought off a challenge from Western Australia in the last few hundred metres. Newcastle was fourth. We were later advised that we should have been the winners, as the Melbourne crew had been disqualified in a heat and incorrectly permitted to compete in a repechage and to 'requalify' for the final. As we were unaware of this until after the race, Piet took the decision not to lodge a protest.

However, it turned out that second place made us eligible for the award of a UTAS Blue. We were duly nominated and awarded a Half Blue at the Ninth Annual Blues Dinner on 6 April, 1973.

During the evening, after the awards had been made, I was advised by one of the members of the Sports Council that our crew had been considered for a Full Blue but it was decided

against on the basis that we could not have trained as hard as the men. I was aghast then and my sense of outrage has not abated in the intervening forty years.

There was no question that we trained hard – 6am starts several times a week, skin stripped from our palms after marathon rows – despite attempts to toughen the skin through regular applications of methylated spirits. One of our training marathons involved rowing from the sheds at New Town Bay, around Self's Point, past Cornelian Bay, under the Bridge and return.

I understand that the UTAS 1972 Women's Rowing crew was the genesis of Women's Rowing in Tasmania – now a very significant sport.

In the 80s I moved to Canberra and spent several years working on policy and programs seeking to improve the status of women – mainly in the Prime Minister's Department. I don't claim for a minute that the experience of being denied a Full Blue on gender grounds was a career-influencing experience, but when I was given policy responsibility for women's sport it was galvanising, when engaging with 'the doubters', to have had first-hand experience of women's sport being judged as less worthy than men's.

There were other career echoes of my early experiences with boats – for a period in the late 90s I found myself head of Shipping Policy with the Commonwealth. While the job was all about 'big boats', the Tasmanian Passenger and Freight Equalisation Scheme kept reminding me of home – and rowing.

At a personal level, rowing occupies a special place in my catalogue of life experiences, being the only organised team sport I have participated in. It seems a strange thing to hear myself say, but it's true. As a kid from 'down the Tamar' who travelled by bus for more than an hour to and from secondary school each day, there was no possibility of playing sport after school or at the weekends. I think this is the reason I was so keen when Piet asked, in my first year at uni, whether I was interested in rowing. I finally had the chance to use my athleticism and skills in a team. It turned out to be an important life experience, one I have never ceased to treasure.

I rowed again at intervarsity in 1973, at Raymond Terrace near Newcastle, with a different set of crew-mates, though Piet was still coach. Then, in 1974, I was posted to Burnie – where there is plenty of water but none of it suitable for rowing. Such is life.

Around thirty years later, after moving to Melbourne for a few years to take my son to school there, I went for a row on the Yarra with a crew from the Richmond Rowing Club. It was a very confirming experience – and for a moment or two the years' melted away.

*About the author:* Helen Knight (BA 1974, Dip Ed 1975) is a strategic planning consultant and facilitator currently based in NSW. She has worked extensively with government and



community sectors in the ACT, NSW, Victoria, Tasmania and internationally and has a strong interest in community development. Her background includes senior roles in central government agencies, national advisory firms, the health sector, education and the arts.

Helen is a sixth generation Tasmanian with a longstanding interest in Tasmanian development and history. She was born and completed her secondary education in Launceston, grew up in the Tamar Valley, taught for 7 years in Burnie and visits her home in Hobart as often as possible.

### **Women's Hockey** *Christine Bennett*

It is impossible to think that my education would have been complete had I not joined the University Women's Hockey Club.

The first lesson I learnt was 'what happens on the bus stays on the bus'. Therefore I can't talk about lessons learnt at Intervarsity, post training debriefs in the clubhouse (my flat mates still think I trained for 3 hours twice a week), post game pub nights, club dinners, kiosk duty at Sandown and more. But I can talk about what happened on the plane???

Uni men's and women's hockey clubs were two separate entities but for 'convenience' we did lots together. Initially we trained in the bottom rugby ground and had an old hut as our club house. Eventually we had a clubhouse and ground at Olinda Grove and one can only imagine what the walls would say if they could talk. The club spirit in those days was alive and very well. Sadly with the artificial surfaces at Cornelian Bay the ground and clubhouse were transferred to the round ball game.

University men and women had about 15 teams between them and enjoyed a lot of success. One year both A grade teams were in the grand finals. The women won theirs and the 'reward' was to compete in the State Final in Smithton. Unfortunately it was on the same day the boys were playing their grand final and it was made clear a penalty would be imposed if we forfeited.

Not having enough decent cars between us for the 6 hour drive each way to the far North West of the state we hired light aircraft. We left early the Saturday morning for a delightful flight over central highlands and arrived in Smithton needing to hitch a ride in the back of a truck to get to the grounds. We were early enough to help mark the field, and then played the required two matches, winning in emphatic style. Of course there was the usual amazing country spread for afternoon tea but we were on a tight schedule so we took some 'travellers', in this case pockets full of scones and cakes, and boarded our planes to get back to Hobart in time to cheer the boys on in the second half of their Grand Final. The arrival of a dozen rowdy State Premiers, still in their playing gear, spurred the boys on to take out the double.

Needless to say the after game celebrations and the club dinner were definitely 'bus' events.

*About the author:* Chris Bennett played hockey with the University Women's Hockey club for 7 years and was the first Life Member of the club. She held many positions on the committee, and won several trophies and Premierships. Chris was awarded an OAM for services to hockey and the community.

### **TUPS, Tasmania University Pakistani Society    *Waqas and Hina Durrani***

The Tasmania University Pakistani Society (TUPS) was founded in 2013 by Waqas Durrani to represent Pakistan as a country at the University of Tasmania and to have an independent platform for Pakistani students to promote Pakistani culture and celebrate Pakistani festivals at the University.

With the view of involving the wider university student population in our activities and celebrations, TUPS organised a couple of activities this year which received a phenomenal response by the Tasmanian community. These are listed below.

#### **Lollywood Gala:**

One of the highlights of 2014 was the Lollywood Gala organised at the Mona Museum Tasmania. It was reported on the front page of the Mercury newspaper on the 20th of May 2014. Lollywood is the film industry of Pakistan and to make the theme more fun and colourful, we had a giant 'lolly' bar at the Lollywood event.

The Lollywood Gala event showcased glamorous multicultural performances and attracted about 200 guests and raised more than \$1000 for the Make-A-Wish Foundation; I recently presented a cheque to Robyn Moore, National Patron of Make-A-Wish Australia.

Our sponsors for this event were The Hon Elise Archer MP Speaker of the House of Assembly and Liberal Member for Denison, Nick McKim MP, Vanessa Goodwin MLC, University of Tasmania Accommodation Services, St Ann's Homes, Shadforth Financial Group, Commonwealth Bank, and the Community Friends & Networks Program (CFNP) University of Tasmania.

#### **Islam Awareness Week:**

In collaboration with the Tasmania University Islamic, Saudi and Malaysian Society we organised the Islam Awareness week at the University in the month of Ramadan. The Islam Awareness Week and the Fast with Us Iftar event was designed as a means of showcasing the true meaning of Islam, in order to promote tolerance and harmony within the community between all cultures and to provide an understanding of the true values of Islam.

During the Islam Awareness Week, the Muslim students raised the profile of the Islamic students' on campus by conducting exhibitions, talks and discussions in relation to the true meaning of Islam. As a result of this event, the domestic and international students of

different religions developed a better understanding of the true meaning of Islam and helped in clearing the wrong perception about Islam as a ‘radical’ religion.

The ‘Fast with Us’ Iftar dinner of the week was also held for both Islamic and non-Islamic students and had an attendance of over 400 people. It allowed members of the Muslim community to introduce food from their culture to other students as well as educating them on Ramadan and the Islamic culture in general. The event was centred on the breaking of the fast and about raising awareness of the culture and increasing tolerance between the wider community and the Islamic students.

Interview with ABC Radio:

Three interviews with the ABC radio have been conducted so far. These interviews aimed to create awareness of the Pakistani culture and advertise our activities at the University of Tasmania. Some of the topics highlighted in the interview included ‘Jinnah’ the founder of Pakistan, ‘Karakorum Highway’ often coined as 8th Wonder of the World, Pakistan’s second tallest mount of the world ‘K-2’, Cold Desert-Skardu, and the Eidhi Chary Foundation. We also managed to play two Pakistani songs in cultural languages during the interview.

Our Society’s achievements for this year:

Winner of TUU Uni Games 2014 in Indoor Cricket

We have expanded and now have the TUPS Women’s Wing and TUPS Cricket Wing

Fund raising of \$2370 for various causes (Eidhi Trust, IDP’s of KPK Pakistan, Make a Wish Foundation)

Funds raised of \$1730 for both TUPS Ramadan Iftar Dinners (total 600 attendees of both Iftar dinners)

*About the authors:* Brother and sister team, Waqas and Hina Durrani came to the University to pursue post-graduate studies; their stories can be found in *The University Globally*.

### **The Alumni Committee of the University of Tasmania *Elizabeth Daly***

The University of Tasmania consists of five essential elements – the members of Council, the academic staff, the graduates and the students. Our role as the University of Tasmania Alumni Committee is to represent the graduate constituency and to build awareness that graduates remain a part of the University family.

University of Tasmania graduates are prominent in business, industry, public service, education, science, medicine and much more, right around the globe and have performed at a consistently high level of expertise and have made and continue to make outstanding contributions to Tasmania in so many ways.

I joined the Alumni Committee in 1996, at that time not having an understanding or appreciation of the role of Alumni and of the Alumni Committee. I had completed my higher education through the Centre for the Continuing Education of Teachers, a partnership

between the Tasmanian Education Department and University of Tasmania. Lectures were held at the Teachers Centre in Launceston outside school hours, so while my burning ambition as child was always to go to University, I did not achieve that ambition in the usual way. However I will be eternally grateful for that opportunity and for the opportunity to become part of the university family through and with the Alumni Committee. Of course I soon learned that the term ‘alumnus’ or ‘alumna’ came from the Latin verb to nourish, and meant former pupil.

It was just 4 years into the life of Alumni Committee when I began my journey; it had been established in 1992 after the University’s amalgamation with TSIT. At that time it was a small state-wide committee supported by Robin Lohrey. The Committee generally travelled to Campbell Town for a Saturday meeting and our business focussed on the Tasmanian graduates with our best efforts on establishing interstate and international branches and on keeping in touch with graduates ‘overseas’ at that time only in such places as Borneo. To help raise the profile of the University, the Committee established a Distinguished Alumni Award which showcased high achieving graduates to the general community and importantly to the University community. The first awards were made in 1997 to Dr Paul Hanson and Professor Patrick Quilty.

The Alumni Committee was led at that time by my then boss, Director of Education, Ken Axton and on his retirement in 1996 by the amazing Ann Hopkins who took over the role of chairperson. It seemed to me the dedicated Committee had limited support and was not seen as an important part of the University family. Over the time I chaired the Alumni Committee I saw the realization of the critical role of keeping in touch with our graduates, led by such skilled and dedicated staff as Greg Parkinson who willingly and unfailingly provided wonderful support to both the committee and the university, particularly in initiatives to a change agenda that would put us on a par with other such committees across Australia.

A landmark change for the Alumni Committee occurred in 2009 when we commenced a journey to sign a Memorandum of Understanding with Tasmanian University Foundation to further University development efforts. While maintaining both parties’ integrity, it was planned to integrate staff members into a common support unit under the leadership of a Director of Development. The initiative enabled a collaborative and cohesive approach, strengthening communication, networks and relationships within the University of Tasmania family. This initiative enhanced opportunities for both the Foundation and the Alumni to support and maintain greater contact with graduates across the globe. A mutually significant initiative was taken to move a specialist electronic data base that was integrated with the University’s Student Support Record System which incorporated event management capability as well as enabling us to capture comprehensive data related to alumni, bequests and donations.

Highlights for me during the time with Alumni were:

- Renewing and strengthening ties with that very important and much respected group of graduates who came to Tasmania as part of the Colombo Plan. Among those of special interest included two recipients of Distinguished Alumni awards who both rose to leadership roles in Indonesia. Koesmarihati Koesnowarso became Director of

development at PT Telekom, a state owned Telecommunications Company, and later CEO of PT Telikomssel, the largest mobile phone provider in Indonesia. Jonathan Parapak, Secretary General of the Department Tourism, Arts and Culture in Indonesia, was appointed President and Rector of Pelita Harapan University in 2006.

Both Koesmarihati and Jonathan have been frequent visitors back to the University of Tasmania since their time as Colombo plan students at the School of Engineering. The tale of Koes and her one female Indonesian student colleague caused great interest and surprise as well as some rapid need for minor building modifications when on arrival, the faculty realised that two of the students were female. A most unexpected surprise! Alumni Committee members and staff reciprocated with visits to Jakarta both for planned celebrations and on private visits. Those of us fortunate enough to participate in such visits saw at first hand the esteem in which graduates hold this university.

- The beginning of graduation ceremonies in China furthered Alumni's resolution to ensure graduates continued to feel they belonged and were valued by their University. These, together with planned events in more and more Australian states as well as in countries across the world, have meant the growth of global friends that keep in touch with and feel a loyalty to the University of Tasmania.

- Taking opportunities offered through my own travel to catch up with Tasmanian graduates in London, Jakarta and Thailand were experiences that I will be long remember for the pleasure they brought to those graduates attending.

- And the most memorable of all, co-hosting with Vice-Chancellor Daryl Le Grew, a reception in London at Lords Cricket Ground strongly supported by Keith Bradshaw, an alumnus living in London and then CEO of the MCC.

- Welcoming some of our brightest and best University of Tasmania graduates home to share their successes and life around the world has assisted in keeping before Tasmanians those alumni who are at the forefront in so many fields including: Allan Clark, Honorary Professor of Nuclear and Particle Physics at the University of Geneva and working in the Atlas experiment at the CERN Large Hadron Collider; Tunku Abdul Aziz, Malaysian politician and founder of the Ethics Office at the United Nations; Tan Sri Mohd Effendi Norwawi, Malaysian politician, businessman and former Minister for Agriculture and Minister in the Prime Minister's Department in charge of the Economic Planning Unit; and Dr Ashton Calvert, former Secretary of the Commonwealth Department of Foreign Affairs and Trade.

The synergy that flourished through the partnership of the Alumni Committee with our focus on 'raising friends' and the University of Tasmania Foundation with their focus on 'raising funds' is now seen as critical to growth and development.

It has been my pleasure to play a tiny role in the great story of the University of Tasmania 125 years of service to the education of Tasmanians and of our global friends.

*About the author:* Elizabeth Daly retired from a career in education as teacher, principal, Superintendent and Director of Education and well as positions as Acting Commissioner for Children, Chair of Tasmanian Early years Foundation and the Smith Family. She currently works with community organisation, Colony 47. She served as a member of the Alumni Committee from 1996 and as Chair of Alumni Committee from 2000 to 2010.

### **My 70+ Years' Journey *Ann Hopkins***

It is difficult for me to believe that my involvement with the University goes back over seventy years. As a small child I began taking piano exams conducted by the Australian Music Examinations Board (AMEB). These were administered by the University. In 1952 I enrolled as a student using lecture rooms on the old Domain site. On completion of a Certificate of Education I began my teaching career whilst studying part time to complete my Bachelor of Arts degree (1958) and Diploma of Education (1963). From 1956 onwards student-teachers were allocated to me for practical classroom experience.

Those years of University lectures were made memorable for me by the professors and lecturers of the time. They were men both famous and infamous for the marks they made on the University - Professor Elliott, that great head of the Classics Department, Professor King and the wonderful George Wilson in History, Professor Townsley of Political Science, Willie Hills of Education IIA fame, Professor Cardno of Psychology and Professor Orr of Philosophy.

In the 1970's I became more aware of the University's system of governance and I attended meetings and dinners of Convocation. In 1978 I was nominated and elected as an Arts Faculty representative to the Standing Committee of Convocation – the upper house of the University's governing body where statutes passed by the University Council were forwarded to the Standing Committee of Convocation for approval.

With the expansion of tertiary education in Tasmania, the need for change resulted in a new University Act of 1992 and the establishment of campuses in Launceston and Burnie. This act changed the composition of the University Council, disbanded the Standing Committee of Convocation and replaced it with an Alumni organisation with a committee representing all faculties and students in general. I was elected to one of the latter positions. This Committee, under the able leadership of the inaugural Chairman, Ken Axton, worked on its changed role of 'friendship' and 'awareness-raising' of the University's alumni, state-wide, interstate and overseas. The formation of the University Foundation in 1994 created the 'fundraising' aspect of alumni of the University. [See *The University Foundation* by A Wojtowicz].

When Ken Axton retired as Chairman of the Alumni in late 1996, I was privileged to be elected to the position, and over the next four years led a committee to expand the work of friendship raising, established the Distinguished Alumni Awards system, and attended gatherings throughout Tasmania as well as in Canberra, Melbourne, Sydney and Brisbane. Representatives from our Alumni organisation attended the conference at Kuching in Sarawak, Malaysia in August 2000.

Whilst remaining on the Alumni Committee for a further four years, I enjoyed the opportunity to be heavily involved with the 50<sup>th</sup> anniversary of the establishment of the Colombo Plan. Many students who studied at the University under the plan returned to Tasmania from overseas and interstate for a varied program of activities to celebrate the occasion.

In 2015 the University continues to expand; the student population, both here and overseas, grows; the University is again occupying the old Domain site and its influence on our lives continues despite one's increased age.

*About the author:* Ann Hopkins, AMusA, BA 1958 DipEd 1963, taught at primary and secondary level in Tasmania, lectured at the Hobart Teachers' College and for the last 18 years of her career was a Student Counsellor in Senior Secondary Colleges. She retired in 1990 and gained a Distinguished Alumni Award for service to the University in 2002. As the second Chair of the University Alumni, she was asked to write about her link with the University and has tried to give an insight into the University over a period of seventy plus years.

### **The University Foundation from the Early Years - Some Highlights and Achievements** ***Amanda Wojtowicz***

Following amalgamation and under Vice-Chancellor Alan Gilbert, the University Alumni Association was established in 1992 with a focus on friend-raising. The University Foundation was established in 1993 and incorporated in 1994, to be the major fund raising arm of the University. The Foundation was to raise funds, and the Alumni to raise friends. This separation of roles remained in both mission and administrative practice until very much later when an MOU was developed between the two bodies to facilitate an integral approach to these goals.

The Foundation operated therefore under a fund-raising charter, and employed an Executive Officer who made an early start by talking with Deans and Heads of Department about their needs and possible projects for the newly established Foundation. He faced some difficulties, as some areas that had established connections with businesses and corporations already providing funding were reluctant to give this information and any of the responsibility for stewardship to another body.

It would take some time for the Foundation to develop a level of trust within the institution and thereby the capacity to work with rather than for the University. Nevertheless, the early years were characterised by hard work and a great deal of goodwill on the part of Foundation Governors and the Board of Directors.

The first major donors to the University through the Foundation were Sir Harold and Lady Cuthbertson for whom a laboratory at the Cradle Coast Campus was named. Their gift in today's terms was well over one million dollars, a very significant inaugural donation for the Foundation and the University. The Cuthbertson Scholarship Endowment was established and continues as one of the University's most prestigious scholarships that is awarded

annually. It continues to be supported by the Cuthbertson family who maintain a connection with their scholars.

In 1998 the Foundation was brought into the newly established Public Relations and University Extension Unit and began a healthy period of growth under its newly selected second Chairman, Ian Roberts, who took on the role from the inaugural Chairman, Nick Cretan. The Foundation's strategic approach was reset and a host of activities and new programs undertaken including annual Dinners, the annual Graduate Awards, a West North-West bursary program, annual fundraising and working to demonstrate the Foundation's potential to university staff.

The West North-West Bursary Scheme was developed for the fledgling Cradle Coast campus and asked businesses and individuals on the Coast to support students with an annual bursary of \$2,500. This approach – supporting individuals to make that step to university – was the start needed to develop and encourage a culture of giving from individuals and organisations. Many were attracted to the idea of not just giving to 'an institution' but to young people who needed financial support to be able to envisage a tertiary education. Many of the earliest bursary winners were the first in their families to go on to higher education.

The program was based in Tasmania and developed an ongoing and significant pattern of donations from Tasmanian businesses small and large as well as individuals. This culture of support for students through scholarships formed the basis for significant and ongoing financial support for the Foundation more broadly. Scholarship donors were recognised through the Annual Foundation Dinners, where students attended, were acknowledged and in a very personal way reinforced the notion of giving as a genuinely philanthropic gesture. In time other major donations were also a focus at the Dinners, along with recognition of alumni through Graduate and Alumni Awards. The Foundation was now well established and trusted both by the University as well as the wider community.

Funding partnerships with the Tasmanian Government through the Department of Premier and Cabinet jointly supported the Premier's National Undergraduate Scholarships and Bursaries and established a relationship which was to enhance the capacity in Tasmania for students and research projects.

While scholarships remained a centrepiece of the Foundation's programs, there was a focus on the development of individual giving through other vehicles such as bequests and gifts, an Annual Appeal, workplace giving, regular deductions and pledges as well as specific appeals. At the same time some significant sponsorship had been achieved for particular projects as well as scholarships. From a base of \$1.2 million in 1998, the Foundation in 2005 was managing funds of around \$17 million – an increase of 1300%.

Several important steps contributed to the impact and capacity of the Foundation and Alumni. Net Community, an online approach to connecting Alumni through the internet, and subsequently the installation of The Raiser's Edge, a substantial database program especially for university alumni and development programs. These initiatives were major steps towards



the integration of the Alumni and Foundation, which was promoted and cemented by an MOU between the two organisations and the University. This was the most significant step in resolving the notion of separate friend and fund raising roles and realising the strength of the UTAS community of alumni and friends.

The other significant achievement of these years was the dedication of all the staff of the Public Relations & University Extension Unit all of whom had taken on these friend and fund raising tasks in addition to their initial and substantive roles. The commitment to building relationships outside the University was a focus for the team and some of the contacts remain strong even after the retirement of individuals. The nature of Alumni relations is an ongoing and unrelenting effort in the service of the institution.

Building on community trust and the relationship with the State Government, one of the Foundation's most prominent appeals was the *Save the Tasmanian Devil* Appeal. This grew from 2004, following a bipartisan approach from Government with the University to be managed by the Foundation. The program developed a whole range of activities from the Primary School *Adopt-a-Devil* project through research focussed Scholarships, and eventually a joint University Government entity to channel funds raised, from donors around Australia and across the world, towards substantial research and management programs. This has been an ongoing and extremely influential program achieving major research advances and establishing 'ark' populations of devils both here and on the mainland to ensure the survival of the species.

In 2004 agreement was reached between the UTAS Foundation and the Alumni that an international focus was timely, and that we establish a US charitable foundation. Following a feasibility study including a series of interviews with UTAS graduates and friends in the United States the conclusion was that we had strong support for the idea, and that alumni and friends wanted to reconnect with the University and with Tasmania. We achieved tax-exempt status in the US in April 2006, and four inaugural directors based in the USA were invited to establish a Foundation specifically for that country. The University of Tasmania Foundation USA was launched in July 2006 in San Francisco by Vice-Chancellor Professor Daryl Le Grew and then Foundation Board Chair David Rowell. The inaugural Chair of the University of Tasmania Foundation USA was Professor Michael Sharp, alumnus, and Professor of Mathematics at UCSD.

On the same visit to the USA, the *Save the Tasmanian Devil* Program was a focus for alumni functions both in San Francisco and New York as a worthwhile and ideal vehicle for fund raising and for profile raising. The impact in the US of the Warner Brothers cartoon character *Taz*, while a rather inaccurate representation of a Tasmanian Devil, was seen as a useful entrée to the project. Again, the relationship with the Government became important in our USA program through the participation of UTAS in the Annual *G'Day USA* trade and tourism events both in Los Angeles and New York. UTAS alumni were speakers at events, and at the black tie dinners we were able to promote our *Save the Devil* project to wealthy and influential participants.

One of the more local appeals, but with international significance and support, was that for the establishment of a new Optical Astronomy Telescope site for the University. Population growth in Cambridge near the airport was a growing source of light pollution for the established optical telescope at Mt Canopus so a new site was sought and located at Bisdee Tier, off the Midlands Highway and on a property which was able to be accessed and made available. Commencing in 2008, a major Appeal was built around the support of a Canadian benefactor, who had agreed to fund and construct a 1.27m reflecting telescope a contribution worth \$1.6m The Foundation agreed to fund another third of the cost, alongside the University.

The John Greenhill Observatory housing the Caisey Harlington telescope was launched in February 2013 by alumnus His Excellency the Governor of Tasmania, Peter Underwood AC.

Following several strategic reviews and as the Foundation outgrew the Public Relations and University Extension Unit, which had been responsible for many areas since its inception in 1997 the Development Office was established in 2008 with its own dedicated staff and subsequently, along with trends in other universities, the Advancement Office. The growth in funds managed has of course been significant and the donor base now includes the always hoped for 'million dollar' philanthropists. The 125<sup>th</sup> anniversary of the University of Tasmania offers the next opportunity for the Advancement office to demonstrate its now trusted, established, statewide, national and international reputation for supporting the educational growth of its community.

*About the author:* Amanda Wojtowicz, Dip Sch Mus 1966 (Tasmania Conservatorium, B Ed 1984 (Tasmania); Special Certificate in Music Education, 1988, (York), GAICD. Amanda is a retired music educator and administrator. She taught music in several states, was Senior Lecturer in Music Education at the University of Tasmania; Dean of the Tasmanian Conservatorium; Associate Executive Dean of the School of Visual and Performing Arts at the University of Tasmania; Deputy Director of Public Affairs, ANU; Director of Public Relations and University Extension and subsequently Director of Events and Protocol (Tasmania), Chair of the Tasmanian Wood Design Collection and a member of several Boards.

### **The TUU: A pseudo-History *Christopher Webster***

Picture the scene. Sandy Bay, 125 years ago, midday. The sun shines weakly. The ruckus of a half-dozen sulphur-crested cockatoos echoes ominously. Crows blanket the eucalypts like a Tim Burton Christmas, and the skies rumble and stir in unnatural hues. The ground bursts like a pimple, issuing a gush of black clouds. The daylight darkens. The area of effect expands, blanketing the land in a permanent shroud. Months tick by. The townsfolk, necks and backs bent, noses pressed to grindstones, waste away slaving under the unslakable thirst of this presence. The bodies of the labourers, converted into number-crunching machines, endlessly consume and regurgitate facts and figures, as the beast hooks into every corner of mankind's collective consciousness. Fresh young minds, crushed like grapes for the wine of their wisdom, grow weary.

Ten long years pass.

The bleakness which blankets the campus becomes too much. The lack of lustre amongst the barely living students sets the stage for change. The apathy curdles, and is shrugged off: a group emerges, tasked with uplifting the downtrodden. Sports teams are formed, the basic competition whipping the populace into shape. The infrastructure and relations between fellow sufferers allows for a small fostering of hope, a little spark of joy which, when sufficiently shielded from the heavy and oppressive speeches and texts of education, brings light into many lives, puts steel in many spines, fire in many eyes. This resistance united the many into the singular: strong as an army the hoard fought back, regaining their senses of self and lusts for life from among the monotony of grey which loomed incessant within the great halls of learning.

Tasked with safeguarding the minds of Tasmania's many victims, the freshly minted TUU offered a range of diversionary tactics, all of which propagated its hidden agenda of reinforcing young minds with hope and happiness—the only weapons against a world which wickedly distracts and detracts. This tradition has survived until the present day, with the Union flourishing and functioning despite decades of obstacles. Whilst the slaves of the knowledge machine force feed their inferiors with information, as geese are force fed for pâté, the Union provides the silver lining, the soft touch at the end of the long day. Societies and sporting clubs foster vital relationships, knots in the network of bodies which prevents the darkness from breaking out. We are the safety net, of the students, for the students.

The TUU now functions as life support for the stressed and depressed students as they study their way to graduation, and freedom. Our Orientation weeks are designed to give students the immediate upper-hand against their educational overlord, and our emergency services ensure no one is left behind. Our events defend the rights of those who have no other voice, and our celebrations echo across the city. As the name suggests, the Union is the glue which holds the university together, the skin over the vital organs of research and education, the skin of the student body. We keep the infection of apathy out, and the spark of life within. We keep the students strong and safe from the dangerous jaws of knowledge into which they walk.

We are the Tasmanian University Union.

### **Student Accommodation *Barbara Sattler***

When I was acting as relief Secretary to the Registrar, Tony Kearney, while his Secretary, Joan Walden, was on holidays, he told me the position of Student Housing Officer had fallen vacant. I was confident I could handle students because I had four teenagers at home. Obviously Mr Kearney thought so too, because I was appointed. I replaced the Housing Officer and his assistant, which meant there was just me and my trusty little car.

I was aware of the very bad reputation students' houses had at that time in the community, but that did not prepare me for the sight of some of the houses leased by the Tasmania University Union [TUU]. I classified these as 'slums'. Those early weeks were ghastly, but gradually my confidence grew. As mentioned, I thought I knew how young people acted but I definitely did not know how the wild ones acted, especially those who ignored the sign on my door saying 'NO SWEARING IN THIS OFFICE'. Eventually they stopped swearing when I stood up and faced them. No wonder *Togatus*, the student paper, described me as 'Granny Sattler with the white hair'.

At this time all houses in the TUU Housing Scheme were leased. Some were in good condition and tenants in those took reasonable care of them, but it was obvious 'Mum' had never taught them how to clean the bath, shower, toilet or stove. It was worse in those houses I called 'slums'. But I taught them all. I kept in touch with them by letter, warning them I would be calling. Thank goodness for that trusty little car. I remember well asking tenants in some houses not play cricket in the passage because they were damaging the walls, not to leave their rubbish all over the yard, not leave their broken down cars on the lawns and to please clear up their beer bottles and beer cartons. And above all, to put out the garbage bin.

When I had problems with the houses and tenants, I dealt with Bill Shelley, CEO of the TUU. I remember the battles I had with Bill. Often, when I was marching up the stairs to his office, the staff would catch me and ask me not to tackle him on this occasion because he was already in a bad mood. And I didn't. It was Bill I had to thank for agreeing not to renew the leases on those houses I classified as 'slums', and for appointing a man to mow lawns and tidy garden beds for all the houses in the Housing Scheme. Eventually, it got to the point where passers-by did not recognise them as student houses. When Bill died, I lost a good friend.

Towards the end of my term as Housing Officer, the University started buying houses for student tenants and these were always in top condition. Better houses meant better care by tenants. The increase in the number of student houses made my workload much heavier, and I was out of the office far more often. I asked the University to provide me with an answering machine but, alas, NO!! And I didn't ever get one.

I'm smiling as I remember having to deal with the University's Peter Byers, who was buying the houses, and the many battles we had. Perhaps readers will remember Peter and I hope all can get a picture of 'Granny Sattler' marching over to Administration from the TUU building to do battle with him on behalf of HER student tenants. I won some, I lost some, and I thought of Peter as being like a 'bulldozer'. So I bought him a toy bulldozer as a paper weight and we were good friends from then on.

I was the contact for parents wanting their children to live in College accommodation, that is, Hytten Hall, Jane Franklin Hall or Christ College. It did not take me long to realise it was very important to know a prospective student's background, to ensure the student mixed well with his or her peers. It would have been a disaster to recommend unsuitable college accommodation.

I was also contacted by people in the community who had a spare room to rent. I can only say it was sometimes very hard to find suitable students for those rooms. There was a time when I had a call from a very fussy lady asking me to find her a student to rent her spare room. It just so happened that I had a very fussy young man wanting special accommodation. They met, they matched! Many years later he was the guest speaker at a function conducted by the Tasmanian Museum and Art Gallery, and he came up to me and reminded me that he and Mrs X got on particularly well.

Overseas students would often arrive in my office with a suitcase and no plans. I knew I only had to contact the TUU Overseas Committee and suitable accommodation would be found without delay. Postgraduate students and their families would be assisted by Margaret Eldridge and her group, who had a source of furniture, household appliances and blankets on the ready.

The following could hardly fit into student housing, but I did have a couple of postgraduate males come and, embarrassingly, ask me if I knew of any organisation where they could get advice on contraception, because their wives were arriving after a long time apart and a baby would be a disaster. They were not happy with the advice given by the Uni doctor. Of course, I knew Paul Duncombe, from University Accounts, who had recently been appointed CEO of the Family Planning Association in North Hobart, and he told me to take them there without delay. So, I put them in my trusty little car and up we went! They came to see me next day to say thank you and, needless to say, the news spread among the postgrad grapevine very quickly and I didn't get any more calls for help.

I was able to help a PhD student from Pakistan who was told to go and talk with 'Granny Sattler'. She came to my office on many occasions after work and I always had the box of tissues ready. She wanted to give up her PhD studies, and I encouraged her not to, because her being here, doing her PhD, meant so much to the women in her life, her mother, her sisters and her girlfriends, and also to her father. She did not give up and is now a Professor at the University of Western Australia and married to another Professor there. They are having a party soon to celebrate the anniversary of their marriage, and I am invited as an honoured guest because I am still her 'Tassie Mum' after all these years.

I have so many special memories of my years as Student Housing Officer, and I don't regret a single moment.

*About the author:* Barbara Sattler MBE commenced work as a typist at the University in 1972. She held a number of positions and was Honorary Secretary of the General Staff Association and a member of the University Council for a short time. During her time as Student Housing Officer she was awarded an MBE for community service, particularly for establishing the HEAR A BOOK SERVICE for print handicapped people in Australia.

## Some of Our People

### **Salute to a 1960's Tasmanian Academic and University Forefather, Keith Isles Sarah Graham**

Keith Sydney Isles CMG (1902-1977) was Vice Chancellor at the University of Tasmania from 1957 to 1967. He stands out as having been the first full time Vice Chancellor appointed to the University and the only Tasmanian to have held the position as full time Vice Chancellor. [Editor's note: The first Vice Chancellor, James Backhouse Walker, was also Tasmanian born, but his position was part-time. See Heather Felton's story, *Extravagant, Elitist and Out of Touch*]. Keith Isles is remembered for having led the University through a challenging period, achieving its rebirth in the 1960s at the Sandy Bay campus, and helping to establish its excellence for learning and research.



Professor Keith Isles c1956, Belfast, Northern Ireland, prior to his return to Tasmania.

At the time of his posting, the University needed a strong leader to mend divisions left in the aftermath of the 1955 Royal Commission and the infamous 'Orr Case'. It needed a statesman to avert further damage to its public profile and a pragmatic visionary to capitalise on a period of significant growth and development.

Professor Keith Isles proved the right man for the job, representing the best of both worlds: he was a highly acclaimed academic from overseas and a home-grown Tasmanian, familiar with the State and its institutions. Being of pioneering stock, he was practical and determined, but also a skilled diplomat with a powerful intellect and a global view. Most of all, he was passionate about returning to defend the reputation of his beloved University and dedicated to the task of building it into a world-class educational institution.

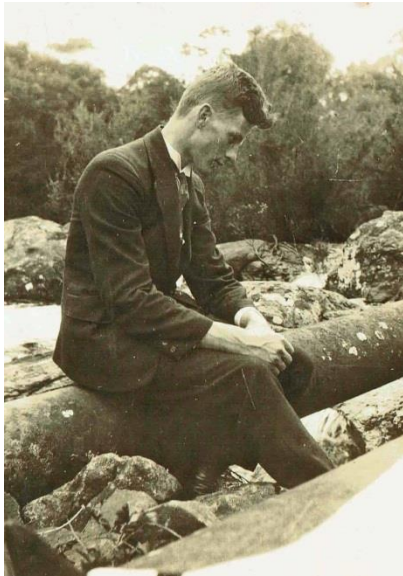
Born in Bothwell, Tasmania on the 4<sup>th</sup> August 1902, Keith Isles was one of six children of a respected midlands grazier, whose father had arrived from England in 1821 and settled in Ross.



The children of Sydney Isles c 1906, Arthur, Edith, Keith, Ida and Eva (L to R).

He was educated at small country schools and was amongst the first students at Hobart High School when it opened in 1915. After matriculating in 1917, he began a Degree in Economics at the University of Tasmania and was employed by the Education Department, teaching at Launceston High School until he graduated in 1924. He took a position at St Peters College, Adelaide teaching economics and continued studies at the University of Adelaide, winning the Tinline (1925) scholarship for history.





Keith Isles (c 1924), Jordan River, Lower Marshes, Tasmania after graduating from UTAS.

In 1926, he married Irene Frances Clayton, a Tasmanian schoolmistress, before the pair set off for England to embark on his academic career overseas. He studied at Cambridge under the world's leading economist, John Maynard Keynes, where he graduated with first-class honours (BA 1929 MA 1933 MSc 1935). He gained a Rockefeller fellowship and entry into the prestigious Keynes Club, and was subsequently awarded the Wrenbury scholarship (1930) and the Adam Smith prize (1932) for his research. From 1931, he lectured in political economy at the University of Edinburgh, during which time he published *Wages Policy and the Price Level* (London, 1934) and *Money and Trade* (London, 1935). In 1937, he was appointed to the Chair of Economics at Swansea University, Wales, and in 1939, he returned to Australia as Professor of Economics at the University of Adelaide, co-authoring *Compulsory Saving* (London, 1942).

During the war years, he was seconded to the Commonwealth Rationing Commission as economics advisor, mobilized in the Australian Military Forces in December 1943 and was later attached to the Australian Directorate of Research and Civil Affairs as a lieutenant colonel. Towards war's end, he was posted to Germany to analyse the economic state of the country and prepared a seminal report on the Military Government of Germany (May-June 1945).

Following his release from the Army, he took up the Chair of Economics at Queens University in Belfast, Northern Ireland where he remained until 1957. During his term there, he demonstrated his strengths as an applied economist and reached significant career highlights, including the production of his major work in *An Economic Survey of Northern Ireland* (1957).

In 1957, his career came full circle with the offer of the Vice Chancellor position in Tasmania, at the same University he had attended as a student in 1921. Nowhere else would have tempted him to leave economics and give up teaching to take up such a challenging administrative role. It is significant that having left Tasmania to pursue his career, he would return 33 years later to his *alma mater* as a strong advocate for the importance of providing quality tertiary education in Tasmania.



Upon his arrival, construction at the new campus in Sandy Bay had only just begun. With increased funding to the University following the 1957 Murray Report, he focussed immediately on building the infrastructure and transferring faculties from the old Domain site to Sandy Bay. During his term, he oversaw the complete planning and construction of eight major buildings, including Engineering, Chemistry, the Library, Arts/Education, Commerce, Geology/Geography, and Administration. Additional student accommodation was also provided with the building of Christ College and St John Fisher College.

With his knowledge of Tasmania, he identified important new areas of growth for the budding University, establishing the Faculty of Agriculture and School of Medicine, which were based on high academic standards. Intent on developing the University's research capacity, he ensured that the sciences received adequate laboratories and greatly improved the facilities for both staff and students across all Faculties. He was also determined to build the international reputation of the University, and over the period, the Physics Department achieved world recognition in astronomy while other departments attracted excellent scholars and graduates.

On his retirement in 1967, he was awarded a CMG for his services and an honorary DLitt (1968) from the University of Tasmania, with the latter acknowledging an 'enormous benefit from his patience, his wisdom and his selfless dedication'. He also received an honorary LLD (1963) from the University of St Andrews, Scotland, and an honorary LLD (1968) from the Queen's University of Belfast.

Despite his extraordinary success as an academic, economist, army officer and university vice-chancellor, Keith Isles was a man of the people, never losing his connection with the land, and his family and friends in Tasmania. His life was a testament to the transformational power of education and he dedicated himself to bringing those benefits to others. He firmly believed that a tertiary education should be accessible to all walks of life and was resolute in his defence of the University's academic quality and standards, its capacity for unbiased research, and as a place of rarefied learning free from political influence. He left an indelible mark on the University in the 1960's, injecting his pioneering Tasmanian spirit in the academic architecture, and contributing significantly to its exemplary achievements today.

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*About the author:* Ms Sarah Graham (nee Dick), BSc Hons 1984 Dip Nat Res 1986 Dip Ed 1988, is a grand-daughter of Prof Keith Isles; one of his many offspring who have graduated at the University of Tasmania. She has worked in areas of Marketing, Communications and Media in the Tasmanian Government for the past 25 years.

Photographs provided by the author's aunt, Janet Cretan.

### **A Hardy and Individual Man: a Memoir of George Wilson *Frank Bates***

The relatively few inhabitants of the West Coast of the South Island of New Zealand, the Lonely Planet Guide to New Zealand's South Island tells us (at page 100) are, '...typically a hardy and individual breed.' There are indeed, very few people who can more typify those

characteristics than George Thomas Jamieson Wilson who, happily for us all, spent much of his working life at the University of Tasmania.

When I first arrived in Hobart on July 19th 1970 from England to take up a position as a Lecturer in the Law Faculty, George was, in fact the third member of the University's staff whom I met. Derek Roebuck collected me from the airport and showed me my first glimpse of Hobart. Norman Dunbar, another graduate of the University of Sheffield (like myself) invited me to his splendidly anachronistic house in King Street, Sandy Bay for dinner and explained Australian beer and wine to me. It also transpired that we had played cricket for the same club in Sheffield. Derek lived in Oxford and Norman, still splendidly anachronistic, died relatively recently at the age of 93. The third was George.

It had been decided that, for the early period of my time in the Law Faculty, I should live in Hytten Hall, of which George was then Warden or, as he described himself, the Master. The inspiration both for the title and for his style of leadership was St John's College, Cambridge. After having met me at Llanherne, Derek Roebuck took me to the Hall, describing to me all the time the numerous qualities of the remarkable person I was shortly to meet. As we stood in the drive of Hytten Hall, I was able to see a figure moving up the hill towards us. As the figure came closer, I saw a man in academic gown – no one at any of the various institutions I'd previously been had worn one – and with the mien and percipience of an old testament prophet. Derek introduced us and left me with George and my suitcase. I warmed to him instantly and asked him about Australian University life. His first advice – and, yes, I still pass it on – was, 'Whatever you do, son, never show fear'. I quickly discovered that all males were son and all females sis. Later in the week, I, perhaps not unsurprisingly, overslept to be woken by George, looking for something in my flat, booming cheerfully, 'Come on son, you're in the antipodes now'.

In Hytten Hall, I always looked carefully at George's notices, frequently directed at some recent manifestation of undergraduate misbehaviour. I was especially happy to see one notice directly prohibiting initiations of any kind, shape or form and that there was no place in Hytten Hall for any variety of private school barbarism. Having heard about and seen both I began to think that I had found someone who shared some of my most deep – seated prejudices. I particularly liked one short and perceptive verse which remained on the notice board for all of the time I stayed in the hall. It read:

There goes the happy moron  
He doesn't give a dam  
I wish I was a moron!  
My God, perhaps I am.

Of course, I was very happy to become influenced by George. He introduced me into his branch of the Australian Labour Party where he was a fervent and leading light. The branch was ultimately disaffiliated from the State branch. The *causa sine qua non*, as is used in relation to causation as a legal concept, was not, perhaps surprisingly, George's responsibility. It was a rude letter written by the Branch Secretary, who was somewhat given to that kind of activity, to the state secretary. That incident taught me much about the mechanics of the

political process. There were other activities in which, inspired by George, I became involved. There was DOGS, or, Defence of Government Schools, which at least one colleague regarded as overtly anti-Catholic. Insofar as both George and I were concerned, it was not – George was concerned about the classism and social disruption which private schools caused – the reference to private school barbarism (above) clearly demonstrates that and he, and I objected to that of itself, but, especially, its being funded, however interdenominationally, by Government.

It was not only in public, but in private affairs also, that George was so wise. Many, many people – students, staff or the Hobart world at large – came to him for help and advice. They, like myself, saw kindness and wisdom in the same hardy and individual man. I went to him once, fairly early in my time in Hobart, over some matter I later discovered to be relatively minor. Standing outside George's lodge next to Hytten Hall and looking over the University and the river, George put the issue into appropriate perspective but concluded that 'The greatest waste in this life, son, is the waste of time'. Now, no longer a young lecturer, I am forced to realise the sempiternal truth of that comment: whatever problems I then had where then forever contextualised. I can only speculate as to how many people's lives were similarly contextualised by this remarkable man and how many people's lives were properly contextualised.

After he retired from academic life, in its widest sense, George became a civil marriage celebrant and took up lawn bowls. He told me that he had taken up the latter so as not to lose touch with his own generation. I venture to guess that he became the former so that he did not lose touch with younger people and it was said that he performed more ceremonies than most clergy in Hobart.

He certainly married Mary and me in October 1975, and, it's being the start of the cricket season, I had a lot of things to do. The consequence was that I (not Mary) was late and I arrived at Derek Roebuck's house, where the marriage was to happen, to hear George saying to Mary, 'Sis, I told you that he wouldn't turn up....!' The ceremony was as successful as the succeeding years.

As a marriage celebrant, as well as being George, other tasks fell on him which were less happy. In 1984, when I was Dean of the Law Faculty at Tasmania, my beloved friend and colleague, Michael Scott, died at a tragically young age. Margaret, the distinguished poet and writer and Michael's long term partner, considered George to be the appropriate person to conduct his funeral. I readily and enthusiastically agreed. As matter turned out, George was away and the lot fell, in any event, on me. After George returned, he apologised and said to me, 'You know son, Michael Scott was the best mind that Law Faculty ever had, and that, I'm afraid, includes you'. Thank you George, I gratefully accept that as the nicest compliment I've ever had!

This, inevitably, is a very personal memoir: it cannot possibly seek to describe every facet of the personality, charisma and contribution that George Wilson has made to the University of Tasmania and its surrounding community. To me – as to so many others – he was a friend, a mentor, a counsellor and a real philosopher. Thank you, George: you were, indeed hardy and

independent, but so many other things besides. I am proud and happy to have been a part of the environment you helped create.

*About the author:* Emeritus Professor Frank Bates LLB 1966 LLM 1969 (Sheffield) is presently Professor Emeritus of Law in the University of Newcastle (NSW) and Adjunct Professor of Law at the University of Tasmania and he was, inter alia, a Law Reform Commissioner (1979 – 1982) for Tasmania and a member of the Australian Family Law Council (1990 – 1993 ). He was Lecturer/Senior Lecturer/Reader (1970 – 1987) in the University of Tasmania and was closely associated with George Wilson during that time.

### **Enid Mona Campbell – Another Tasmanian First *Rhonda Ewart***

Emeritus Professor Enid Mona Campbell, AC, OBE, BEc LLB PhD, LLD (Tasmania 1990, Sydney 2002), FASSA, went on to become the first woman professor in Law and the first woman Dean of a Law Faculty in Australia.

But as a year 12 student at the Methodist Ladies College during the 1940s, she was threatened with expulsion for absenting herself from scripture classes. She defiantly reminded the authorities that she was the only likely candidate in her class to be awarded a University of Tasmania Entrance Scholarship. In the 1940s the University offered 20 Entrance Scholarships which were highly regarded, not necessarily because of the monetary value, but they were regarded as a yard stick for calculating the academic success of schools. Enid was one of 20 Tasmanian students awarded an Entrance Scholarship in 1949.

In 1950 Enid enrolled in two degrees, Law and Economics. The integrated combined degrees that we know were not available until around the middle 70s. It was more usual to complete one degree first and then the second degree, with whatever cross-credit status was then available to students.

In addition to her University studies, Enid enrolled in art courses at night at the Hobart Technical College. These extra courses were discontinued as she progressed with her degree studies.

Enid was awarded the James Backhouse Walker prize for the greatest proficiency throughout the Law course, and she obtained second class honours.

After graduating in Law and in Economics Enid looked for further scholarship opportunities. At that stage the Commonwealth Scholarship Scheme had not been inaugurated and women were not eligible to apply for the Rhodes scholarship. She was one of the first students to be selected for a new United States scholarship designed to bring graduate students from Commonwealth countries to Duke University in North Carolina. Enid graduated from Duke University with a PhD degree.

Dr Campbell then returned to her alma mater in Hobart in 1959 as a 27 year old lecturer in Political Science, with additional responsibilities for lecturing in International Law, in the Law School. She was its first full-time female lecturer. A former Governor of Tasmania, the late Peter Underwood, said that the students were afraid of her because she seemed to know everything!

Enid's life had to that point been marked with many achievements, but her highest achievement was when she was appointed the Sir Isaac Isaacs Professor of Law at Monash University in 1967. Enid became the first woman to hold a Chair of Law in any Australian University.

In 1990, to celebrate the University of Tasmania's Centenary, Professor Campbell was awarded the degree of Doctor of Laws honoris causa.

*About the author:* Rhonda Ewart, Hon MA 2005, has had a long career with the University of Tasmania. To read more about the author, see Janine Uhlman's story, *Rhonda Ewart*.

### **Writers' Careers – and James McAuley *Peter Pierce***

When I arrived at the University of Tasmania in 1968 to begin an Arts degree, the literary accomplishments of such graduates as the poet Vivian Smith and novelist Christopher Koch were well known. In centre stage, however, was a poet who had come from the mainland, but who would indelibly affect literature in Tasmania. He was Professor James McAuley. This was the year in which Peter Conrad, of whom McAuley said that he was 'naturally musical ... could charm the birds from the trees', went to Oxford as a Rhodes Scholar. (McAuley thought he should have gone to the United States, given the chance).

McAuley was not only an outstanding teacher, especially in deepening and enlivening our appreciation of techniques of versification – the means by which poems are structured – but he gave generously of his time to the latest incarnation of a university literary club. He came to the various houses where meetings were held to read his own poems (notably from the recently published autobiographical volume, *Surprises of the Sun*) and to read with others. At McAuley's invitation, Alec Hope came from Canberra for one evening. On several occasions Gwen Harwood (whose husband Bill taught in the English department)) read as well. On one of them she identified me as 'the little smartarse' who had brought a copy of the *Bulletin* magazine from 1961 that contained her two pseudonymous acrostic sonnets ('Eloise to Abelard' – SO LONG BULLETIN – and 'Abelard to Eloise' – FUCK ALL EDITORS) when she had given a talk to our English class at Hobart High the year before. Clive James regards Harwood as the greatest Australian poet of the twentieth century.

The poet Margaret Scott was by now on the university staff as well, teaching, writing, and continuing to work on the manuscript of her PhD on 'the murderous Machiavels' in Jacobean drama. This had been saved – together with little else – when her rented house at Fern Tree was burned down in the bush fires of the previous year. Scott would become an increasingly ardent Tasmanian patriot and a droll television performer. Also tutoring, and completing his MA, was the Malaysian poet Salleh ben Joned. His volubly expressed disrespect for the worth of 'Banjo' Paterson's poetry was the pretext that saw him banned from the Crescent

Hotel in North Hobart. In solidarity, another graduate – the teacher and writer Bruce Poulson – led out the group of drinkers who had spent every Friday evening at the Crescent. They never came back.

Another tutor – in Political Science as well as English – was Amanda Howard who, as Amanda Lohrey, had her first novel, *The Morality of Gentlemen* published in 1984. It drew on her memories of growing up in Battery Point in the 1950s and in particular on the Hursey waterfront dispute in which her father had an important role on the side of the angels, or at least the Waterside Workers' Union. Asked by barrister Reginald Wright (another graduate and later a Tasmanian senator) whether it was true that his work nickname was 'No Undue Strain', Howard went for contempt for asking in reply whether Wright was known in Hobart legal circles as 'Pig Face'?

We knew of Jim McAuley's political orientations from his editorship of *Quadrant* for the Congress for Cultural Freedom, his friendship with the fervent anti-communist and Catholic co-religionist BA Santamaria and for the part he took in public debates at the university and beyond about the Vietnam War. McAuley was passionate and mischievous, often at the same time. Although he seldom mentioned it, he and Harold Stewart had concocted the most famous Australian literary hoax by inventing the autodidact poet Ern Malley in protest against 'the decay in meaning and craftsmanship' of modern poetry. One of his later, and wittiest notions, was for the establishment of Poets' Anonymous. The idea was that bad poets should be subsidised by the government not to write and that they should be encouraged to meet to talk about their delusions. One local poet, hearing of this, anxiously remarked 'Of course he doesn't mean me'. McAuley was more in earnest when I saw him in London in 1975. Idly I asked whether he knew anything of the newish Governor General, Sir John Kerr. In fact he had known him since their school days. Kerr was godfather to McAuley's daughter (another UTAS graduate). The men were no longer as close as they had been, but McAuley said confidently that the Prime Minister, Gough Whitlam, would be foolish to take lightly this vain and very ambitious man; to expect him to do as he was bidden. Before the end of the year, circumstances would endorse this judgment.

In 1976 I came back from Oxford to the University of Tasmania at McAuley's invitation to join that long line of tutors in the English department. He had recovered from bowel cancer in 1970 after which he – or Alec Hope – quipped (versions differ though the words don't) 'better a semi-colon than a full stop'. The cancer had returned and McAuley died on 15 October, a day shy of his 59<sup>th</sup> birthday. A few weeks before that I had gone to see him in his office, knowing better than to ask him how he was. On top of his desk was a single sheet of paper. Reading his crabbed but clear handwriting upside down, I could see that this was a poem that he had titled 'Explicit'. It was one of the last two that he wrote before his death – and that was its subject. The wry and mordant opening lines are 'Fully tested I've been found/Fit to join the underground'. The poem went back into a drawer until after McAuley's death, when – read by the actor Ron Hadrick – it became a centrepiece of the Sunday Radio National arts programme that celebrated McAuley's life and poetry. These are the last lines of 'Explicit': 'The winter will be dark and cold/Before the wattle turns to gold'.

McAuley inspired many students at the university who went on to become writers. They include award-winning historians Alison Alexander and Marilyn Lake, academic and one-off novelist, Dennis Altman, Conrad of course, who also wrote a novel, together with numerous coruscating works of cultural history and criticism. The book for which Conrad was once best known in Tasmania was his Romantic autobiography, *Down Home* (1986). Some reviled it,

not least the *Mercury* columnist who took offence at the supposed attack on the state (while admitting that he hadn't read the book). Perhaps he was offended by Conrad's reference to Tasmania as 'the Appalachia of the Antarctic'. In fact the book richly evoked Conrad's childhood in the northern suburbs of Hobart, university days and his early experiences of England where, by his account, his life truly began on Westminster Bridge in 1968, rather than in Tasmania twenty years before.

Yet it was in that provincial city, forever shaped by and once ashamed of its complex colonial history, where the careers of many Tasmanian writers began. Those who attended the university found an institution that inspired, frustrated and educated them, not least to dream of a world elsewhere. Some of these careers began before my time, among them the poet and academic, Graeme Hetherington, historian Henry Reynolds, and others after it, for instance those of Michael Denholm, co-founder of *Island Magazine* (first and fustily known as the *Tasmanian Review*), the poet Sarah Day, historian James Boyce, novelists Heather Rose and Richard Flanagan. The scale of the last half century's literary achievements from Tasmanians, and in particular from graduates and teachers of its university, is remarkable.

*About the author:* Professor Peter Pierce, BA (Hons) 1974, Rhodes Scholar 1973. Professor Peter Pierce, widely published in the field of Australian Literature, held that Chair for ten years at James Cook University and is now Adjunct Professor at Monash University. His fond recollections are of a literary scene more collegiate than acrimonious during his years at the University of Tasmania.

### **A Champion of North-West Tasmania: Lloyd Harris CBE edited by Maggie Harris**

Lloyd Harris was a champion of education for all. As an alumnus and member of staff early in adult life, including positions on the Student Union and University Council, and later in life as a Foundation board member and a campaigner for the establishment of the Cradle Coast Campus in Burnie, and a Fellow of the University of Tasmania (2001), he is remembered warmly by the University during the 125 Anniversary.

This story is an excerpt taken from the self-published book by Lloyd Harris (2011) *Robert and Me – Our Stories*. This documents his life, the history of the *Advocate* newspaper, and the lives of his great-grandfather and the *Advocate's* founder, Robert Harris. The section reproduced here relates to his time as a student and staff member of the University. A bound copy of the book has pride of place in the office of the Vice-Chancellor Professor, Peter Rathjen.

The lovely co-incidence of dates is worth noting; the *Advocate* newspaper celebrated its centenary in 1990, the same year as the University centenary. I think you will agree, while he writes modestly, Lloyd Harris has truly had a wonderful impact on the University of Tasmania and its history and contributed towards its bright future. ...Mrs Maggie Harris

Lloyd Harris's Story:

When my father asked me what I wanted to do after schooling, I said I wanted to go work in the ‘office’ – *The Advocate*. He said ‘No way!’ He had left school at 14 years of age and I was going to get a proper education whether I liked it or not. Less than 6 months later, in response to his question as to what I wanted to do about that, I said I would attend University to take an arts degree.

I had decided that if I had to go to University, I would take on subjects I would enjoy, but that wasn’t going to be too hard. I duly enrolled for first year Chemistry, Physics, French and Maths and applied for entry to Christ College early in 1939, where I subsequently spent five very satisfying and enjoyable years. That first year at University was a fairly relaxed affair. It was my first extended time away from home (unlike my 2 brothers, Ian and Jim, I had not been sent to private school) and at that time, University was frequently a haven for school leavers still looking for a decision about what to do with their lives.

[Lloyd passed first year exams, however, due to ill health, did not return to University until almost half way through 1940.] Nearly half way through the academic year, I decided to enrol to complete a science degree majoring in Chemistry and/or Physics. But, of course, I was allowed to enrol in only one subject so I decided to make a start on Physics. If I hadn’t got a distinction, someone may have said I was bludging, even though I did it in six months.

In 1941, I decided it was about time I did some work so I took on an extra subject, Applied Mathematics, on top of my three mainstream second year subjects, Chemistry, Physics and Pure Mathematics. Fortunately I made it in all four. I had long since decided to major in Chemistry, so in 1942 I enrolled in Organic and Industrial Chemistry – Chemistry 3A and 3B, for my final year and, surprise, surprise, I managed a pass in 3A and a distinction in 3B and graduated as a Bachelor of Science.

[During war time, options on having completed a degree were to become ‘reserved personnel’ and join the forces in areas such as Air Force Air Crew or in industry supplying forces or a suitable training facility.]

One other option available to me was in the Air Force Radar Section, but a chat with Professor MacAulay about the wisdom of such a move put an end to that bright idea. My earlier time in the operating theatre in Burnie led to my rejection for Air Force air crew. I was given three months to secure a suitable solution through ‘contacts’, and finished up, in February 1943, as Assistant Storeman at the Industrial Chemistry Division of the CSIRO, as it was then known, at Fishermen’s Bend in Melbourne.



[Jumping forward his return to Tasmania and the University...] About three months after my arrival in Melbourne and about the time I was beginning to feel any alternative would be an improvement, my former Head of Chemistry, Professor Kurth, turned up at the CSIRO and asked to have a chat to me. Not one to waste words, the Prof simply said, 'How'd you like to come back to Hobart as Senior Demonstrator, Harris?' About half a second later, I said I'd love it and that was the event which shaped my future life.

I then headed back to Tassie and into a position from which I could, at a suitable opportunity, take up my earlier preference of employment at *The Advocate*.

I undertook my responsibilities on the academic staff in the Chemistry Department at the University about July 1943, but I always had a sneaking suspicion that teaching was not really my 'thing'. I was not wrong.

The next few years in Hobart were not particularly memorable [Lloyd does note joining Apex in 1944 as an influence on future community involvement in Burnie], though I enjoyed a wide range of friendships including a number I made through involvement in the Playhouse – a small amateur theatrical group which gave me the opportunity for some not very memorable performances on stage, including one as the front legs of a horse in *Wind in the Willows* under the direction of Stan Burbury, later Chief Justice and Governor of Tasmania.

Shortly after my return to Hobart I became involved in the University Student Representative Council (it was perhaps strange that a member of staff was eligible for membership or office in the Student Union) and towards the end of that year, found myself Secretary to Union President.

The following year, 1944, I was invited to stand for President and did so against a former Christ College friend, Peter Crowcroft. Somehow, I really don't know how, I was elected, but to add to that near miracle, my younger brother Jim, who was studying engineering, was elected Secretary. We still both believe that situation to be unique. However it was short lived because Jim left the scene a few months later to join the Air Force.

The office of President gave me a seat on the Council of the University as student representative, an association I was to renew for thirteen years later, with a different 'hat' on – Science Graduate Representative. One memorable task I copped as President was to recruit and organise working bees of students to dig slit trenches at the rear of the main building on the Domain campus to provide protection for students and staff against attacking Japanese aircraft – no further comment necessary. It didn't happen.

I resigned my position at the University at the end of 1946 and after a couple of week's holiday, returned to Hobart to what I saw as an exciting new opportunity.

[Lloyd still had in mind to join the family business and work out a path to that end he took on what may be now considered an internship at the *Mercury* newspaper. After working across each department of the *Mercury*, Lloyd moved to Burnie in 1947 to pursue his career with *The Advocate*, contributing greatly to a very successful family business up to and beyond retirement in 1986.

Lloyd Harris provided a scholarship for several years during his involvement with the University Foundation, inspired by a desire to assist the youth of the North-West and leading by example in truly paying it forward to the next generation. To honour his memory, his wife, Maggie Harris, endowed in perpetuity the Lloyd Harris Memorial Scholarship in 2014 for students from the West North-West of Tasmania to study at the University of Tasmania. The scholarship continues the significant positive impact Lloyd Harris and his family have had on the community in the region.]

*About the story:* This story has been supplied by Lloyd Harris' widow, Mrs Maggie Harris. It is based on Lloyd's own words from his book, *Robert and Me – Our Stories*.

### **Alec William Campbell Rhonda Ewart**

Alec Campbell was born in Launceston. At the age of 16 he left his job as a clerk with the Colonial Mutual Fire Insurance Company. Not having his father's permission he lied about his age, claiming to be two years older to enlist in the Army without parental consent. Not even being old enough to shave, he gained the nickname of 'The Kid' during his training in Hobart. Campbell landed at Anzac Cove in November 1915. He assisted in carrying ammunition, stores and water to the trenches. He received a minor wound in the fighting at Gallipoli and when evacuated with the rest of the Australian forces in 1915, he became ill with a fever which caused partial facial paralysis. He was subsequently invalided home in 1916 and was formally discharged, a Gallipoli veteran at only 17!

After the Second World War he completed an economics degree at the University of Tasmania, at the age of 50. A lover of sailing, he became an accomplished boat-builder and competed in seven Sydney to Hobart yacht races. He led an uncommonly vigorous life, married twice; both wives were called Kathleen and he fathered nine children. Only in his final few months of life did he need to use a wheelchair. The 103-year-old war veteran died peacefully in 2002. His second wife, who survived him, observed 'Alec became national property, although he did not realise this'.

In 2000, Alec Campbell was recognised as one of the 'Australian Legends'. His name and photograph were honoured as part of an annual series of commemorative postage stamps

issued by Australia Post since 1997. The stamps commemorate living Australians who have made lifetime contributions to the development of Australia's national identity and character. Campbell lived to fully enjoy this honour. The Campbell stamp honours him as an individual and as a representative of all 68,000 soldiers at Gallipoli.

Alec Campbell was born in 1898 just shortly before the Commonwealth of Australia became into being. At his death, the nation honoured him with a Commonwealth-sponsored state funeral at St David's Anglican Cathedral in May 2002. He was given a 21-gun salute as his coffin was carried away by a military cortege. In the context of Alec Campbell's death, then Australian Prime Minister John Howard observed that Alec Campbell was the last living link in that group of Australians that established the ANZAC legend. At some point between 1996 and 2002, as the ranks of Anzac survivor's thinned and Alec Campbell's own health failed, his name rose to prominence. Assertive nationalists and martial forces sought to turn him into an icon as the last of the Anzacs. Alec resisted the myth-making and observed that there was nothing really extraordinary in being the last, rather he pointed out the simple fact he had been one of the youngest at Gallipoli.

Tasmanian who fought in World War I have been recognised with a medallion marking the centenary of Anzac Day. The medallion features two local war heroes, Lieutenant Colonel Henry Murray, VC, the most decorated soldier in the Commonwealth, and Private Alec Campbell, who was the last surviving Anzac.

*About the author:* Rhonda Ewart, Hon MA 2005, has had a long career with the University of Tasmania. To read more about see her story *In the Beginning...Examinations*.

### **Eric John Warlow-Davies: Rhodes Scholar Robert Sharman**

Eric John Warlow-Davies (1910-1964) aircraft engineer was born at Broken Hill, New South Wales on 4 January 1910, son of Harry Warlow-Davies, mining engineer, and his wife Muriel, née Bate. Muriel was the great grand-daughter of Samuel Bate, early judge-advocate appointed to Lieutenant-governor Collins 1803 settlement at Port Phillip and later at the Derwent River, Van Diemen's Land (now Tasmania).

Following his service overseas in World War I, Harry Warlow-Davies was appointed Chief Engineer of the Electrolytic Zinc Co at Risdon in Hobart. He sent his son first of all to Leslie House (which became Clemes College), and then to Hutchins School. Eric achieved high academic distinction at Hutchins, won numerous prizes, and marked out his future interest in motor engines by riding a motor cycle to school. He entered the University of Tasmania in 1928 and read physics, mathematics and engineering. He served as joint-editor of the University magazine and served as secretary of the University Union, and later as President.

Eric was selected as the Rhodes Scholar for Tasmania in 1932 and proceeded to Corpus Christi College, Oxford, where he graduated BA in 1934 and was admitted to D Phil in 1939, after achieving first class honours in engineering science. He worked at the Royal Aircraft Establishment at Farnborough from 1936, where he was associated with Frank Whittle, then working on the jet engine, and at the LMS Railway research laboratory at Derby from 1938. During the 1930s, he contributed scientific and technical articles to engineering journals on such subjects as the fatigue strength of materials, on the effects of fretting corrosion and the

dielectric breakdown strength of lubricating materials.

In 1942, Sir Stanley Hooker, then Assistant Chief Engineer of Rolls Royce, persuaded Warlow-Davies to join the firm, and he became quality engineer at their plant near Glasgow, where Merlin engines were being made for the RAF's fighter planes. Hooker said of him 'no scratch or fretting was too microscopic to escape his attention, and he possessed the sixth sense of being able instantly to recognise whether such a mark would lead to a dangerous failure'.

The war being over, in 1946 Eric was sent to Montreal, Canada, to be responsible for the development of Merlin engines for DC4M civil airliners. In 1946 he was back in Britain, serving Rolls Royce as technical services and quality engineer at Derby, where Nene and Derwent jet engines were being made. He returned to Montreal in 1951 as general manager and chief engineer of Rolls-Royce Canada Ltd, with responsibility for the Nene jet engines that the company was supplying for T-33A Silver Star trainers. He was not happy in this work, however, because it meant that he was cut him off from his first love, engineering.



Eric Warlow-Davies (driver) in his 1904 Humbrette along with Sir Alec Coryton (standing alongside the vehicle with his arm around Lady Coryton, passenger). From the collection of Robert Sharman.

Once more he received help from Sir Stanley Hooker, who was then chief engineer at the engine division of Bristol Aeroplane Co Ltd (Bristol Aero-Engines Ltd from 1956). Warlow-Davies left Canada and Rolls-Royce in July 1953. He was welcomed to Filton, England, by Bristol's new managing director, Air Chief Marshall Sir Alec Coryton, as chief engineer for current production jet engines, the Proteus and the Olympus. Coryton and Warlow-Davies became firm friends. Together they purchased a 1904 Humbrette (see picture) which they entered in many vintage motorcar rallies. In 1959 Bristol Aero-Engines Ltd merged with Armstrong Siddeley Motors to form Bristol Siddeley Engines Ltd. Warlow-Davies was

appointed chief engineer (aero); by 1963 he was managing director.

In 1962 the French and British governments agreed to combine in their attempts to build a supersonic airliner. The aircraft, eventually the Concorde, was to be powered by four Olympus engines, constructed by Bristol Siddeley and the Société nationale d'étude et de la construction de moteurs d'aviation. Warlow-Davies led a team which designed a more powerful variant of the Olympus 301 (capable of a thrust of 20,000 lb.) The development of the Olympus 593 (capable of a thrust of 38,000 lb) for the Concorde is a measure of Warlow-Davies' achievement.

Warlow-Davies never married. Tall and spare, he was said to have been feared by younger entrants to his profession as an uncompromising stickler for accuracy in all their calculations, and for the fullest necessary detail in engineering drawings. An associate, Professor Martyn Farley, wrote that his 'contribution was immense and many of his colleagues acquired reputations by learning from him and living in the culture that he created'. On holiday in Corsica with friends, Warlow-Davies collapsed on 28 June 1964 while swimming at a beach between the towns of Calvin and L'Ille Rousse. He died from a stroke complicated by a heart attack. His body was brought back to Derby, England, where he was cremated. He was named a 'Hutchins Lion' by his old school in Hobart.

*About the author:* Robert Charles Sharman, BA 1949 (Tasmania), was the foundation archivist of both the Tasmanian State Archives (now the Tasmanian Archives and Heritage Office TAHO, 1949-59) and the Queensland State Archives (1959-1970).

His first wife was Joan Elizabeth Mather, who in 1942 married Harry Warlow-Davies, the brother of Eric John Warlow-Davies. Harry Warlow-Davies died in 1948, and I married Joan Elizabeth (always called Elizabeth) in 1951. So Eric was the brother-in-law of my first wife.

### **Merci, Monsieur Maurois – a Writer Remembers** *Christobel Mattingley*

In 1948 the gracious neo-gothic building, still a proud Hobart landmark on the Domain hill, was the heart of the University of Tasmania, and the army huts on Sandy Bay Rifle Range converted for the Engineering Department gave no hint of the splendid campus later to be established there.

I entered university in March 1948 aged 16 years and 4 months, proud to be part of the University's tradition, as recipient of the Sir Richard Dry Exhibition. There were some 600 students, and within a week, on the Ides of March at the Glebe Theatre Players, I met the student who was to become my husband, ex-serviceman David Mattingley. We have now celebrated our 61st wedding anniversary.

I enrolled for an Arts degree, studying English, French and German. German had not been offered since 1939 and the Professor of Modern Languages, Louis Augustus Triebel, whose passion was the French explorers Baudin and D'Entrecasteaux, was not best pleased. German lectures were held one on one with genial Derek van Abbé, and later, Erika Wolff, in their studies. Dr Wolff, who read very fast in German from her notes in appalling writing, invited me to her home to meet her native-speaking German friends. In Germany several years later, I found that contemporary language had progressed markedly from that of Goethe, Schiller,

Lessing and the Bible given me by an old German lady. But it still stood me in good stead then and later, as a stipendiate at the Internationale Jugendbibliothek in Munich, returning many times, visiting friends in Hamburg, Munich and Vienna, writing 5 books set in Munich and Vienna, two translated into German.

French lecturer Jean Batt, passionate about all things French, including the Alliance Française, also invited students home for conversation. When the French Antarctic exploration ship Commandant Charcot visited Hobart, she arranged for its captain and crew to come to the university to talk to her students.

English lecturer Joyce Eyre's passion for drama and her belief in its power to educate led to the establishment of the Glebe Theatre Players and a series of productions by students in the Philip Smith Theatre. I became wardrobe mistress and also took part in J. M. Barrie's *The Admirable Crichton*, George Bernard Shaw's *Saint Joan*, and Shakespeare's *King Lear*, playing Cordelia. A highlight was meeting Sir Laurence Olivier when he visited Hobart.

Gentle Bill Harwood, whose wife, poet Gwen, had already established her reputation, was a senior lecturer eminently fitting the description of absent-minded professor. He shared with me and one other student Old High English and the words of the Venerable Bede, inspiring me later to visit Bede's tomb in the crypt of magnificent Norman Durham Cathedral.

I also studied Economics 1 & 2 under quirky Professor Gerald Firth, who proudly drove an ancient tourer. There was only one other female Economics student and in 1949 when Firth wrote me a reference, he said 'Miss Shepley has a capacity for understanding and lucid expression unusual in students of her age and sex.'

In 1949 and 1950 the SRC appointed Nigel Bills and me to produce new-look student handbooks, which were very popular. Our office was the galvanised iron addition still attached to the red brick former union building. Many years later as Reader Services Librarian at Murray Park CAE in SA I produced a student handbook which won an Australian Library Promotion Council award.

I am grateful for those wonderful years on the Domain. Friends visiting from Sydney University envied the freedom and ease with which students from different faculties met and mingled, and particularly envied the open access library with unrestricted borrowing facilities.

Although I did graduate with honours in German, it was French studies which sowed the seed for my future career as a writer. The works of André Maurois implanted in me the desire to become a biographer too. And eventually I did, writing about three Tasmanians. But before that, two of my early children's books were translated into French – my first in translation.

At the request of renowned bushman, Deny King of South West Tasmania, I wrote his biography, *King of the Wilderness*, (Text, 2001), now in its 12th printing. But it took 12 years

to persuade remarkable postmistress, Ruby Paul of Trowutta, to allow me to tell her story, an outstanding example of initiative, humour and resolve to make the best of life in a remote small pioneering community - a valuable chapter of Australian social history. *Ruby of Trowutta* was finally published in 2003 by the Tasmanian Montpelier Press. Then after the Iraq war started in 2003, my husband David, who taught modern European history to Years 11 and 12 boys for 32 years at Prince Alfred College, Adelaide, agreed to my writing of his experiences as a World War 2 Bomber Command Lancaster pilot, hoping to help people understand the effects of war service on young men. *Battle Order 204*, (Allen & Unwin, 2007), now in its 6th printing, still brings heartfelt responses from across the world.

At university I actively supported World Student Relief, assisting students affected by World War 2. After graduation in 1951 my first position was as a clerk in the Department of Immigration, which was then processing many displaced persons from Europe, some of whom I met in Hobart before I was transferred to Canberra. Empathy for refugees later led to four books for young people: *The Angel with a Mouth Organ*, *No Gun for Asmir*, *Asmir in Vienna* and *Escape from Sarajevo*. All were based on stories of families I came to know, who had fled invasion in World War 2 and the Bosnian war.

Aboriginal people have also entrusted me with their stories in *Survival in Our Own Land*, (Wakefield, 1988), and *Maralinga the Anangu Story*, (Allen & Unwin, 2009), and I continue to help them tell their stories. *Maralinga's Long Shadow: Yvonne's Story* (forthcoming, Allen & Unwin, 2016) describes an Anangu family affected by the 1953-63 British atomic tests on their traditional country. Artist Yvonne Edwards' husband and two sons died of cancer and her grandson was born with a major genetic defect. I am also assisting the Bible Society with a book of Aboriginal Christian art: *Our Mob – God's Story* (forthcoming 2017).

My four latest books, published by the National Library of Australia, have all been biographies. *For the Love of Nature: E.E. Gostelow's Birds and Flowers* (2010) celebrates Gostelow, a teacher for 50 years in 34 schools across New South Wales. An environmental educator ahead of his time, he encouraged his pupils to learn about and respect local birds and wildflowers, drawing them on the blackboard in coloured chalks.

*A Brilliant Touch: Adam Forster's Wildflower Paintings* (2010) celebrates Prussian-born Carl Ludwig August Wiarda, who changed his name to Adam Forster on migrating to Australia in 1891. A keen observer of nature in his adopted country and a skilful self-taught artist, Forster set himself the goal of depicting one thousand Australian wildflowers, and illustrated Thistle Harris's *Wildflowers of Australia*, the standard reference for decades until colour photography took over.

*My Father's Islands* (2012) is based on Abel Tasman's journal of his 1642-43 voyage when he discovered and named Van Diemen's Land. *Seen but Not Heard: Lilian Medland's Birds*, celebrating deaf bird painter Lilian Medland, published in 2014, is my 52nd book.

How grateful I am to my university which set me on the path of sharing lives of so many courageous people and becoming part of their families too.

*About the author:* Christobel Mattingley AM, D (South Australia), BA Hons has told her story here.

### **In the Footsteps of Flynn *Anthony Harrison***

I began my degree in the late 1950s when the Sandy Bay campus was a very different place. The buildings for the Science Faculty were a collection of wooden army huts. We loved them – just what young scientists crave. They also looked quite at home for the Army had just given up their rifle range so we students could overflow from the Domain campus.

Running through the huts was a concrete driveway and on the southern side was - the garage and the caretaker's residence. On the other side of the driveway were the huts allocated to Botany and Zoology, cages for marsupials and the glasshouse. Professor V V Hickman gave a lecture to the combined first and second year students every week, perhaps a dozen of us. On taking our seats we would invariably be greeted with a blackboard full of meticulous diagrams in coloured chalk. He had learned this skill from his mentor, Theodore Thomson Flynn, who had founded the Department 50 years before. Hickman was one of his students.

One lunch time the venerable VV Hickman stopped me in the driveway and said. 'Tony, yesterday you asked me a question in class that I could not answer, please come with me.'

He did not quite take me by the hand but, nevertheless, he led me to his office where I found his tables covered in open books. 'Sit down here.' What followed was a half hour dissertation on the subject I had raised and a kindly pat on the shoulder and a generous thank you for my question.



Zoology class - John Hickman's first lecture Photograph supplied by the author.

Staff and students were a happy family. Excursions contributed greatly to the friendly environment. Apart from the Professors, Christian names were the norm.

Later when I was housed in the new building above Churchill Avenue I found things had become much more formal, as though the new buildings demanded more respect.





CSIRO Summer School. Photograph supplied by the author.

My training in Zoology led to a career in fisheries science. In 1960 the chief of the CSIRO Division of Fisheries and Oceanography asked Prof Hickman whether there was an Honours student interested in collaborating with the Division in scallop research. Earlier in that year Eric Guiler and John Hickman had taken the third year students to a summer school the Division ran at its Cronulla Laboratory. My enthusiasm for fisheries biology had been noted and I gladly took up the offer of working in the Division and gained an Honours degree at the same time.

Twenty five years later I began to wonder how my vocation had developed in Tasmania. I soon learnt that the position, Secretary for Sea Fisheries in the Department of Agriculture, evolved from the appointment of William Saville-Kent as Inspector of Fisheries in the 1880s, and, helped by Prof Michael Roe, I set about recording his career. The next man for me to study was Theodore Thomson Flynn who brought his interest in marine biology from the University of Sydney when he founded the Department of Biology at the University of Tasmania in 1909.

The Department was funded by the Ralston Trust and, when it decided to pay only for a lecturer, Flynn left in disgust and was snapped up by Queens University in Belfast. Flynn left his Department in the hands of his star pupil Isobel Travers. Isobel hoped to get the position of lecturer but it went to V V Hickman. Isobel returned to Hobart and co-founded Fahan School with her partner Audrey Morphett.

The Department prospered and the family characteristic remained. Flynn encouraged on of his graduates and staff members, Eric Guiler, to join the University of Tasmania after his War Service. Prof Hickman's son, John, was a demonstrator when I started my degree and gave his first lecture while I was there. His granddaughter, Robyn Eastley, as State Archivist, greatly assisted in writing the Flynn biography.

I know that those of us fortunate enough to study in the Army huts have the fondest memories of those times. The recent death of Max Banks was a poignant reminder of the matching history of the Geology Department. Perhaps it was the times spent in the field on excursions that bound us into a wonderful family.

*About the author:* Tony Harrison, BSc Hons (1962), was initially better at cricket and basketball, but graduated and returned to Hobart High School to teach biology and geology. He went to the Department of Agriculture (1964) to found a fisheries research program which became the now renowned research and management unit at Taroom. After working for the FAO and the University of Maryland, he returned to Hobart in 1995 to chair the Marine and Marine Industries Council.

### **Rhonda Ewart *Janine Uhlman & Rhonda Ewart***

In 2015, as the University of Tasmania jubilantly celebrates its 125<sup>th</sup> Anniversary, its longest-serving member of staff is quietly entering into her 58<sup>th</sup> year of service with the University. For almost half the lifetime of the institution, Rhonda Ewart, MA honoris causa (the University of Tasmania), has been a member of professional staff, contributing to the life and work of the University. In the process, she has become somewhat of an institution herself.

For many years, Rhonda Ewart has given outstanding service to the University of Tasmania in a variety of roles, including Examinations and Prizes Officer and, more recently, with the University Foundation. Despite formally ‘retiring’ from full-time employment in 1998, she remains deeply committed to the University and the ideal of higher education that it represents. She continues to devote many hours in a voluntary capacity each week, providing valuable support to colleagues and students. Her contribution was formally recognised by the University with an honorary Master of Arts degree in 2005.

Rhonda’s first encounter with the University came during her days studying matriculation English at the Hobart Technical College. During that period of her life, she was a boarder at ‘Westella’ in Hobart, which was then a hostel run by the Country Women’s Association. Many of the other boarders were students at the University and Rhonda would use the University library to study. At the time, this was located in Domain House, the original sandstone home of the University. Rhonda’s ongoing devotion to the University of Tasmania springs from those early connections.

Rhonda commenced employment with the University of Tasmania in June 1958. At that time, academic teaching was divided between Domain House and the Musset huts at the new Sandy Bay campus. Rhonda’s position was in the Examinations section, within the University’s Administration Building, which was situated at 301 Sandy Bay Road. Seven years later, the current Administration building on Dobson Road was completed and the administration sections of the University made the move from Sandy Bay Road to the new building.

Rhonda's first experience of running examinations started with work on the AMEB (Australian Music Examinations Board) examinations. These examinations were then under the authority of the University. The examinations were conducted throughout the state and the administration of these exams provided her with a gentle introduction into the complexities of organising matriculation and degree examinations. Alongside the satisfaction of learning new skills, Rhonda enjoyed her exposure to an area of education she was unfamiliar with, and cherishes memories of working with people such as Dr Rex Hobcroft and Professor Jan Sedivka.

After four years Rhonda progressed from running AMEB Music exams to running Matriculation Examinations that were also conducted by the University. These were Public Examinations which involved a more rigorous approach. The University not only conducted the examinations but most of the subjects were examined by the University's academic staff. Only a small number of Education Department teachers were involved.

Rhonda relished the challenges and difficulties involved with preparing timetables with a manual matrix, collecting examination papers, organising centres for examinations, hiring supervisors for examination sessions, recording examination results, arranging assessors' meetings and all the minute preparations required for conducting examinations. While learning to deal with academic staff was also a challenge at times, she found she was, and continues to be, impressed and inspired by their cleverness and individuality. A highlight during the Matriculation examination period were the visits to the office of Mr Jack Carrington Smith, examiner of the Art work submitted by the students, as the practical component of the matriculation subject for which they enrolled.

After the Schools Board of Tasmania assumed responsibility for the old matriculation examinations, Rhonda was elevated to the position of Examinations Officer - responsible for running degree examinations, scholarships, prizes, and the keeping of student academic records. (If you graduated from the University during this time, you may find your academic transcript contains her signature).

Staff working in the examinations area were required to be conscientious and trustworthy employees as they were dealing with examination papers, student results and other confidential matters. Rhonda enjoyed the responsibility that came with being a trusted member of staff. Her skills continued to develop, along with technology. In 1958, she began writing up registers by hand, then typing the pages using a manual typewriter before moving to an electric typewriter, and finally computers. However, with the introduction of computers, Rhonda found much of the challenge she had so enjoyed, had disappeared!

Rhonda started work with the University Foundation, the fundraising arm of the University now administered by the Advancement Office, in 1999. She currently works part-time in the Advancement Office, including many additional voluntary hours. Her current position allows her to maintain connection with many of our alumni and to assist the University with recognition of their outstanding achievements and important life events. Her duties over the years have included organising scholarship presentations and nominations for the Foundation Graduate and Distinguished Alumni Awards (Selection Committee Secretary), providing

support to the Secretary of the Selection Panel of The Rhodes Scholarship and the General Sir John Monash Scholarship, and administrator for the Mitsui Educational Foundation Study Tour of Japan. She takes an active and ongoing interest in all 'her' scholarship applicants. She is always available to offer them guidance and encouragement, and follows their ensuing careers with great enthusiasm.

Rhonda's significant contribution to the University also extends to her own considerable personal gifts towards the funding of scholarships for deserving students. In honour of her late mother, Rhonda has established the Zoe Ewart Scholarship in Law. The scholarship encourages talented students to explore legal and justice issues at tertiary level. Rhonda has chosen to establish a scholarship in this area of study due to her firm belief in the value of higher education and her conviction that opportunities should be made available to all members of society. She takes genuine delight in the achievements of her scholarship recipients. Rhonda also serves as a Governor of the University of Tasmania Foundation, and is a member of the Vice-Chancellor's Circle of donors.

Rhonda has a passion for University history and has been an advocate for many years for the return of Domain House to the University of Tasmania, and for its restoration. She looks forward to the day when it will become a place where staff, students and the wider community congregate. In 2007, she collaborated on a special project to provide a commemorative display of all the University of Tasmania Chancellors and Vice-Chancellors since the founding of the University in 1890. The project also resulted in the production of a University Leaders' booklet, which documents their achievements.

In addition to the duties associated with her employment, Rhonda served as ATEM (Association of Tertiary Education Management) Tasmanian Secretary for several years, and is a former Vice-President and Honorary Life Member of the University Club.

Rhonda continues to be actively involved with the life of the University. She is a regular presence at the annual Foundation Dinners, alumni reunions, graduations, scholarship presentations and other events.

Rhonda is an avid sports follower and is committed to an active, healthy lifestyle. She walks many kilometres every day regardless of weather conditions. She also maintains a keen interest in politics and current events. So, if you happen to see her out for a walk, you might like to stop and ask her how her AFL team (Melbourne) played on the weekend or what she thinks of the latest goings-on in Parliament!

*About the author:* Janine Uhlman, BA 1989, has had a varied career in both the private and not-for-profit sectors, from roles in tourism and hospitality to higher education administration. Since 2010, she has worked alongside Rhonda Ewart in the University's Advancement Office, where she currently holds the position of Research Coordinator.

### **In the Beginning: Examinations** *Rhonda Ewart*

My first introduction to the University was in the main library of the beautiful Gothic building on the Domain. I was studying matriculation English Literature at the Hobart Technical College and used the University library to study. I remember feeling like a 'real' University student! I was living at the Hostel run by the Country Women's Association in a lovely National Trust house called *Westella*. The majority of boarders at *Westella* were University students. These two influences combined to further my interest in the University.

At the end of an unsuccessful interview for a position I was totally unsuited for in the Accounts Department of the University, I was unexpectedly invited to join the Examinations Section of the University. The only draw-back to that invitation was the delay of three months until the person I was to replace retired. During the waiting time I was convinced that the member of staff would change her mind and decide not to retire, or the University authorities would decide not to employ me after all.

When I finally commenced employment at the University of Tasmania in June 1958, academic teaching was divided between the Musset Huts at the Sandy Bay campus and Domain House, the 'old' University on the Domain.

In 1958 the University's Administration building was situated at 301 Sandy Bay Road and I began working in the Examinations Section in that building. Seven years later the current Administration building on Churchill Avenue was completed and the administration sections of the University left Sandy Bay Road for Churchill Avenue.

My first experience of running examinations started with work on the AMEB (Australian Music Examinations Board) examinations. These were then under the authority of the University. The examinations were conducted throughout the State and the administration of these exams gave me a gentle introduction into the complexities of organising matriculation and degree examinations. The close contact I had with music teachers is a wonderful memory I will always cherish. They were special people like Dr Rex Hobcroft and Professor Jan Sedivka. It also gave me the opportunity to become familiar with another field of education.

After four years I graduated from running music exams to running matriculation examinations that were also conducted by the University. Gone was the nice relaxed approach required to handle the music examinations; I was now dealing with public examinations that required a more serious approach. The University not only conducted the examinations but most of the subjects were examined by the University's academic staff. Only small numbers of Education Department teachers were involved. A highlight during the matriculation examination period was the visits to the office of the artist, Mr Jack Carrington Smith, examiner for the Art work submitted by students, as the practical part of the matriculation subject for which they enrolled. Many cups of tea were enjoyed during that period. I felt privileged to enjoy the association with such a recognised artist and teacher.

The basic skills required for working successfully in an examinations area were well suited to me. I enjoyed the process involved in preparing timetables with a manual matrix, collecting examination papers, organising centres for examinations, hiring supervisors for examination sessions, recording examination results, arranging assessors' meetings and all the minute preparations required for conducting examinations. Dealing with academic staff was a challenge to begin with. Their cleverness and individuality impressed and inspired me, and still does. I also liked the feeling of 'being wholly trusted' – there were examination papers,

student results and other confidential decisions that meant staff working in the examinations area were required to be conscientious and trustworthy employees, and I enjoyed the feeling of being held responsible.

Eventually the Conservatorium of Music took charge of running the AMEB examinations and the Schools Board of Tasmania assumed responsibility for the old matriculation examinations, (then called HSC examinations and now known as TCE examinations). I was then elevated to the position of Examinations Officer responsible for running degree examinations, scholarships, prizes, and the keeping of student academic records.

Fortunately my skills developed over time. In 1958 I began writing up registers by hand, then typing the pages, using a manual typewriter before moving to an electric typewriter and finally to computers. However, the preparation of the degree examinations timetable, using only manual aids, will remain the task I most enjoyed. That challenge disappeared with the introduction of computers.

Forty one years later I retired from Student Administration and began working in a temporary position for the Director of Public Relations. That temporary position lasted for two and a half

years. I then moved into the Scholarship area and still assist with the presentation of scholarships and the selection process for other awards including the Foundation Graduate Award, the Distinguished Alumni Award, the Rhodes scholarship and the Mitsui Education Tour of Japan. My current position allows me to maintain communication with many of our alumni and to recognise on behalf of the University their outstanding achievements, important events including births, marriages, career promotions and death.

In 2006 I was particularly proud to be involved with a special project sanctioned by the Chancellor, Dr Michael Vertigan and Vice-Chancellor, Professor Daryl Le Grew, to research our leaders since the founding of the University in 1890 and to provide a display that symbolises the University's history. Tracing down and finding portraits of all the leaders were tasks that ended in being a wonderful experience. Meeting some of the families connected with the leaders provided a special background to the research and added to the enjoyment of the achievement.

The display is complemented by a booklet comprising a series of photographs and brief biographies of the lives and work of the 17 Chancellors and 18 Vice-Chancellors who have served the University since its establishment in 1890.

In August 2005 I was admitted *Honoris Causa* Master of Arts by the University of Tasmania. This is something I shall always cherish.

## **The Student Experience**

### **On the Road to University *Bronwyn Meikle***

Ask a scientist about space and time and you will probably be told that space-time is not a physical entity; ask the internet and you will be told that space and time are woven together like a fabric. But for individuals, families and communities, life often seems like a journey, where time is the roadway over which we travel. Sometimes we meet crossroads and have to make a choice of direction; sometimes we catch glimpses down narrow byways of exciting places we might go if we dared; and sometimes we enter roundabouts only to be spun away

by unseen forces down some little-known off ramp into a future we had never before glimpsed.

What choices and forces lead an individual to university? In the stories written for the 125 Stories Project, we can see that some people embarked on a university education because that was what their family did. Some of them chose the University of Tasmania because that was where they happened to be; others left home and family to study in a new country. Some even chose their profession because that was the tradition in their family. Others broke with all family tradition and became the first in their families to go to university.

Perhaps it is not surprising that there are so many in this latter group, given the rapid growth in human knowledge in the last century. This is partly a consequence of the rising levels of education but the growth in knowledge in turn increases the demand for educated workers. Some of the firsts among our stories came to the University of Tasmania because they saw a new opportunity opening up, perhaps through scholarships, student exchanges, or a new course offering in a regional community. Some came from migrant families who were determined to build a better future for their children here. Some came to escape what they saw as the monotony of provincial life or the drudgery of farm life. This story is concerned with the factors, the tipping points if you like, in the destiny of communities and individuals that create the individual who is the first in their family to university.

I am the first in my family to go to university and I can identify three significant tipping points that ultimately led me to the University of Tasmania. For the first of these we must go back in time a century before the birth of our University, to London, where my ancestor, Elizabeth Goldsmith, was orphaned. London in the 1780s and 1790s was filled with the unemployed and when her parents died, Elizabeth, like many other women, turned to petty theft. The consequences were inevitable and, in June 1788, Elizabeth was tried at the Old Bailey for ‘feloniously assaulting Elizabeth Cockburn [a servant] on the King’s Highway’; for putting Cockburn in fear and danger of her life; and for stealing one checked apron, one silk bonnet and fourteen pence. She was sentenced to death, but forces outside her control intervened.

The newly established Australian colony at Botany Bay had requested that some women convicts be sent to the colony, and Elizabeth, along with 225 other female convicts, was transported on the *Lady Juliana* in 1789. They arrived after a twelve month journey to find the Sydney settlement in disarray and unable to provide for them. Many of the new arrivals were sent, along with arrivals from the Second Fleet, to the small settlement at Norfolk Island, some 1,600 kms east north east from Sydney.

It was there, in a small clearing on the hills away from the main convict settlement, that Elizabeth and her partners, first William Rayner, later Robert Jones (both Second Fleet) built their farms and established their families (two sons to William, and daughters Elizabeth and Mary with Robert). Norfolk Island tradition has it that a child born between these two families died in infancy and is buried on the property.





Palm Glen, Norfolk Island, the site of Elizabeth Goldsmith's first home in Australia. Photograph by Bronwyn Meikle, 2014.

When the British government decided to close that first settlement on the Island, the family was relocated to New South Wales, but on Robert's death, Elizabeth and her eldest daughter were granted land in Van Diemen's Land (Tasmania). Mary, the younger daughter, married



and settled in Van Diemen's Land but died in 1843, leaving her daughter by her last marriage, Elizabeth Beazley, to be placed in the Queens Orphanage. In 1849, Elizabeth was married in St George's Church in Hobart Town, to a Charles Waters. Shortly after, Charles and Elizabeth settled in the Deloraine district in northern Tasmania and started their family. Whether by accident or design, all their children were registered under the name 'Walters' (except for one registered as 'Watters'), and so began the story of my Tasmanian family.

Their lives and those of their descendants followed the pattern of many Tasmanian emancipists. They lived on what is known in Australia as a 'bush block', a subsistence farmlet carved out of the forests with a small clearing dedicated to growing vegetables and fruit. Sometimes they leased the land from the government; after the introduction of the *Waste Lands Acts* in 1858 they selected land, paid a deposit and hoped to earn enough to meet the repayments. They supplemented their diet by trapping wallabies, possums and rabbits in the High Country (the Central Plateau) and established a cash flow from the sale of the skins.

Growing economic competition for land forced successive generations to move further out along the north-west coast. By the early twentieth century, my grandfather, Alfred Oscar Walters (baptised Alfred Hart, and great-great grandson of Elizabeth Goldsmith) could only find land to select south west of Wynyard, near the Hebe River. It was there, not far from the villages of Myalla and Preolenna, that my Dad, Raymond Alfred Walters, was born.

Establishing a dairy farm in Tasmania's cool temperate rainforests was a task calling for Herculean strength, made doubly bitter by the lack of vaccinations for the clostridial diseases of livestock, tetanus, pulpy kidney, black disease and blackleg. Until the day he died, my Dad was haunted by the unexplained stock deaths he witnessed while growing up in that country.

During the 1920s, farming techniques gradually improved but, in the lead-up to the economic depression of the thirties, the increased rural production resulted only in a fall in prices. Faced with economic hardship and troubled by repeated bouts of pneumonia, my grandfather did what many Tasmanians before and since have done; he moved the family to Queensland.

They settled on a dairy farm in the Bunya Mountains, at the edge of the ranges which lead up to the rolling western downs and they might have remained there for several more generations, but World War II intervened and brought with it my second tipping point. My father and his younger brother both enlisted. My uncle went to the Middle East; my Dad to Singapore. It was there, as a prisoner of war in the hell hole of Outram Road gaol, where his friends were murdered or died of starvation and neglect, that my Dad made the decision that was to shape the lives of all his children. He never doubted that he would be alive when Japan was defeated and he decided that on his return home he would marry, raise a family and that there would be no more farming. Instead he wanted his children to have the education he missed. I am the eldest of six children, and we all have degrees.



Bronwyn Meikle with a Tasmanian map from 1888, one of many historical maps consulted for her thesis on land allocation in Tasmania.

His strategy was simple. We would live in a town where he could work; after dinner at night Mum would read to us, often from a story he chose, and when we were old enough we did our homework at that same kitchen table. He made it clear that he would provide for us until we had finished high school but then it was up to us to earn a scholarship or find the way. We never questioned that decision.

My education provided me with two careers, in teaching and another in librarianship and the expansion in external studies enabled me to continue with my study while I worked. It is not surprising perhaps that I married into another Tasmanian family and that, when my husband retired, he chose to return to his family's hometown, Hobart.

I thought that life had no more surprises in store for me but then I came to the third tipping point, the one that would be resolved by my decision and my decision alone. In search of something to use my skills and in order to make a contribution, I commenced work on a volunteer project for what was then Heritage Collections at the State Library of Tasmania. My task was to inventory and describe a collection of historical documents associated with the Derwent Bank which ran in Hobart from the 1820s until 1851. I pored over old bank accounts, bills of exchange, letters and journals, and discovered the records for the convict bank accounts. And while I did so, these people began to live for me – the swaggering entrepreneur who ran the Bank and helped found the city of Melbourne, Charles Swanston;

his fellow bank director, the urbane, witty and sometimes spiteful politician and squatter, Thomas Anstey; the woman who wrote to Swanston to beg a place for her children in the Orphan Asylum because her husband, an assigned convict, had been accidentally killed saving the life of his child when the horse bolted, but now that he was dead she had no way to support their two children.

I knew I needed to know more and so I came to the University of Tasmania to study history. This was not like any study I had undertaken previously. I studied history and its role in relation to the heritage industry with Hamish Maxwell-Stewart; we pondered the big questions of environmental history with Stefan Petrow; I laughed myself into stitches over the ingenious exploits of the rogues and scoundrels we encountered in Dianne Snowden's family history course; and sitting in Peter Chapman's *Van Diemen's Land History* class was like being a child again listening to tales of some fabulous bygone age. Michael Bennett supervised my first thesis and taught me to structure an argument; Stefan Petrow supervised my PhD and taught me to write.

So the University of Tasmania gave me my doctorate. It also gave me this story. When my grandfather died in 1939, my grandmother destroyed almost all the family documents relating to Tasmania and their lives here. The stories of our convict ancestors were never mentioned and when she passed away in 1959, all memory of our convict past was erased. But no longer; now we all know. Thank you, University of Tasmania.

*About the author:* Dr Bronwyn Meikle, BEd 1989 GDip T Librarianship 1983 (QUT formerly BCAE), BBus Accounting 2004 (CQU), PhD 2014 (Tasmania), has been the project officer for the 125 Stories Project. In this role, she attended a luncheon of the 50+ Alumni Club in 2014 where a discussion arose about the nature of the tipping points in the lives of individuals and their families that direct the individual on to university. This is her story.

### **A Lamb in the Lion's Den   *Ted Best***

The title of this story aptly describes my most important life experience at the University of Tasmania. My nine years on campus started off conventionally enough. Engineering students have the heaviest work load and are the most insular. Our first year began with ten weeks of drawing and design before the academic year had commenced. No need for Orientation, we knew the ropes already and considered ourselves way ahead of the meek and uncertain freshers who arrived in March. That set the pattern. Engineers had their own Society which focused on independence and hard drinking. Our inimitable Professor Arch Oliver told us he had no answers but many questions and sent us off in search of the grand designs engineers are expected to achieve by way of practical sessions in the intriguing Engineering Laboratories which had a steam engine, wind tunnels, dams and a fully-provided workshop for the manufacture of models. We had a vocation and lofty ambitions which were at odds with the relaxed indulgent student life of those in other faculties who were still to decide their futures. We only ventured out into the fray for challenges with a technical bias such as the annual Chariot Race, which we invariably won, or some scientific prank on Commemoration Day. Participation in student politics was rare. However it was recognised that our cohesive block vote was always capable of electing an SRC candidate.

And so it was that, in 1965, in my final year of science and engineering and looking forward to joining the workforce, I was cajoled into nominating for the SRC and running a campaign within our faculty. At this time engineers reluctantly shared their building with law students who seemed always to be running the Tasmanian University Union. Getting an engineer into their private domain was another incentive for this project.



The Engineering class of 1965. Photo supplied by the author.

I had no plan except to get elected. And I was; near the top of the poll in a typically poor voter turn- out of just twenty percent of the Sandy Bay campus population. And so to my first meeting and an introduction to the strict meeting procedure of the SRC and vigorous debates between student orators on pedestrian issues such as coffee prices in the 'Ref' and matters of real passion such as Conscription and the Vietnam War. These were the days of Australia's most aggressive student action ... the *Maoist* movement in Australia with the activist philosophy of students such as Monash's Albert Langer and *Students for a Democratic Society* in the USA. In a slightly more restrained way, the Tasmanian SRC majority followed in their footsteps.

Three months into the SRC year the Union Secretary resigned and I was now sufficiently intrigued to take on that role in the absence of any other volunteer. Straight away I was faced with the conundrum of sustaining responsible management of the Union's commercial enterprises and providing funds for the usual activities of Societies and Sporting Clubs against the activists desire to give unlimited support and financial comfort to their campaigns and demonstrations. This cast several of us as 'white collar conservatives' but it was a very



necessary task made easier by the rational business skills of the senior Union staff, Lindsay Brown and Rae Wiggins, and a Union Building Management Committee composed mainly of external community, financial and legal appointees with longstanding Union involvements.

And thus I found myself unexpectedly sufficiently keen to continue on and I enrolled as an economics student for 1966 (and the following three years) without ever achieving an academic record! After two years I stood successfully for President in a vigorous election during which support from a surprisingly conservative *Togatus* editor was vital. Student unrest continued and we even saw the Union Treasurer bailed by the SRC after an arrest in a demonstration, knowing he was not a flight risk. Despite these distractions the Union continued to grow and life went on. There was the purchase of the Bookroom, as the Book Store was then known, an extension to the Union Building, my marriage and the first student closure of Churchill Avenue in a campaign for safe passage to the Union Building. This led a Sandy Bay resident cum Human Resources Director of my day time employer to tell me I should be in gaol and worried me about my long term employment prospects. The SRC debates lasted till dawn with dinner breaks at Sandy Bay's late lamented *Brazil Cafe*, the orientation of a new Vice Chancellor, Sir George Cartland, and the conclusion of the Orr Case. It was hectic but exciting and very instructive in the art of managing chaos!

After completing a year as President I was, for a time in my final year, Union Treasurer, after which I returned to back benches now more capable of holding my own in a debate ... and very much the wiser!

I am forever grateful for the experience I gained, almost by chance, in the TUU and particularly for the opportunity to work with and observe many very talented and committed students who went on to significant careers. The Oxford don and famed author Peter Conrad was *Togatus* Editor; Professor Nigel Roberts, retired Justice Pierre Slicer and politician/city planner Bob Graham were Presidents; John White and Andrew Lohrey became prominent Parliamentarians and Charles Wooley is a noted television journalist who developed his potent debating prowess on the SRC.

And finally I settled back into engineering and made chocolate for the next thirty five years!

*About the author:* Edward Best BSc 1965 BE (Hons 1st class) 1966

### **Life on Campus in the late 60's – or I was Miss University 1970! *Mary Brownell***

In an era before it became politically incorrect to hold 'beauty' contests, the University had its own annual event – called Miss University or more correctly Miss World University Service – or Miss WUS for short!



Miss World University Service 1970. Photo supplied by the author.

In 1970, the pinnacle of my university career was winning this illustrious title. Being a 'Jane' girl, I had been nominated as the College entry - and this involved considerable fundraising for the World University Service charity, which supported the notion of the importance of education in helping individuals and societies develop, particularly those in poorer countries. The best (and easiest!) fund-raiser I remember was the ice cream run. This involved buying a large commercial tin (Peters Ice cream of course!) and selling ice cream cones up and down the corridors of Jane Franklin Hall to girls studying late at night – piece of cake!

I recall we had a fashion parade – no bikinis of course! Interviews for the 'Title' were conducted by the inimitable late Bob Cure of the ABC Breakfast Show, before the crowning took place at the WUS Ball, held at a venue called *The Blue Moon* at Moonah – a favourite venue for balls in the 60's – complete with the mirrored globe spinning stroboscopically in the middle of the dance floor.

I found my life at the University of Tasmania to be a wonderful time of growth and flowering. Having attended a girls' school in Launceston, I became friendly with a boy from Launceston who was studying Science in his last year at University and when he invited me, at 16, to attend the Pharmacy Ball with him in Hobart, I was in heaven. I simply couldn't wait to get to Hobart to be part of this exciting, glamorous, racy life – a far cry from my suburban upbringing in Launceston!

I studied hard and gained my Matric in one year – plus I was also lucky enough to win a Commonwealth Scholarship, which helped enormously. If it hadn't been for that scholarship,

I wouldn't have been able to attend University as my father was of the view that it wasn't worth sending a girl on to further education – he was only prepared to pay for my brother!

I was also fortunate in being offered a place at the girls' residential college, *Jane Franklin Hall*. Otherwise I probably wouldn't have been allowed to come, if I'd had to 'flat'. At the time the College was not co-ed as it is now and was run along the lines of a strict boarding school. The Principal was Miss Frances Parsons – and my very first memory of being at *Jane* is of leading a delegation to the Principal's office to plead as 'Freshers' we should be allowed to attend the Orientation Ball with a 'late pass'. This allowed us to be back to College by 1 am instead of the mandatory 10 pm!

The College had a card system where each girl clocked out and signed in upon return, under the watchful eye of senior students who took turns at 'duty'. Male visitors were allowed in the Common Rooms, but any visitors to the rooms had to be signed in the book and had to be out by 10 pm, otherwise the Senior on duty would come and escort them unceremoniously from the building. Rumours abounded of the many attempts made by valiant young males to climb the ivy covered walls of 'Fortress Jane'.

*Jane* was a great place to start University life for girls came from all over the state as well as a few international students. There was no other campus then. We lived together in close quarters –often sharing the large old rooms in the old wing – and forged friendships and bonds that were to last decades and a lifetime in some cases. Each girl was required to provide her own curtains and bedspread to 'personalise' the room.

We had 'high' teas – with gowns and dignitaries at the High Table; we walked the 3-5 kilometres to lectures every day, often returning at lunchtime for the solid, generous lunches served in the dining room before heading back for afternoon lectures. Doubtless the twice daily ascent of Lynton Avenue with its almost 1 in 3 slope helped the excess weight we were in danger of piling on from the hearty fare offered. Breakfast started the day off – the bread was especially good – delivered warm each day in a van from the prison bakehouse – I remember going for my 8<sup>th</sup> or 9<sup>th</sup> slice of toast some mornings!

The camaraderie was intense, with lots of group visits to rooms, and long, frank and sometimes heated discussions on topics varying from 'The domino theory of the Communist Threat' to which doctors were good for prescribing the pill – a fairly new (and very welcome!) invention of the time. Chats were accompanied by lots of late night coffees and hot chocolates – alcohol or drugs never entered the equation.

Life was great fun, and very light-hearted at that time with Initiation Ceremonies (somewhat intimidating for freshers but nothing of any consequence at *Jane*.), Orientation Day March, Scavenger Hunts, Commem Day pub-crawls and inter-college visits. Orientation Week was filled with silly pranks and nonsense, with one of the memorable highlights being the Scavenger Hunt. All sorts of ridiculous items were traditionally added to the list such as the Vice Chancellor's chair, the flag from Government House, an MTT bus etc. A certain well-known Tasmanian TV sports identity had his budding law career curtailed after successfully

‘borrowing’ an MTT bus for this event- only to back it into a police car on parking the vehicle!

Uni life was about having good discussions in the ref between lectures over wide ranging subjects during lunch; studying in the library – a place for subdued chatting and being ‘chatted up’; marching in demonstrations over the Vietnam War; one swat vac break listening on the lawn at Jane to the landing of the first man on the moon –from mundane to momentous experiences.

While the social side was full on and fun, the academic side was also genuinely engaging. Whilst I was never particularly studious, some of the lectures were sheer magic. (Some weren’t as well – it wasn’t at all unknown for me to fall asleep through some lectures). But I’ll never forget Professor James McAuley’s spellbinding presentation of John Milton’s *Paradise Lost* on the power of good versus evil, or Father Green on Chaucer or Malcolm MacRae’s exposition on mateship in Australian History. Online learning can’t hold a candle to the power of those face-to-face lectures.

As a girl from the ‘burbs in Launceston, I will always treasure the opportunity for such full and free enjoyment of that period of blossoming; it was a great and very special part of my life. Gap Years weren’t invented then, but this was a kind of a gap period when we floated between childhood and adulthood, in a quite lovely and unpressured way.

*About the author:* Ms Mary Brownell (nee Clements), BA 1971 DipEd 1972, had several careers including teaching, publishing, marketing and real estate. She is currently self-employed with tourism and property businesses and is the Education representative on the University’s Alumni Committee.

### **A Bit of Serendipity ...*Shirley Haas***

After two not so glittering years (1967 and 1968) at the University of Tasmania I returned to my working class roots in Launceston to ‘regroup’. For the next two years I had a great job in the travel industry, getting married along the way. Pregnancy saw me discreetly excised from my employment, leaving me, at the ripe old age of 22, to once again contemplate my place in the world.

I was feeling a little bereft when something auspicious happened. For the first time ever, a University of Tasmania subject, Political Science 1, was offered in Launceston through Adult Education. I saw this as perhaps the first step in enabling me to eventually complete my abandoned degree. I also relished the likely intellectual stimulation. Nevertheless it was with some fear and trepidation that I fronted up for the orientation session. In late pregnancy, I felt even more conspicuous when, firstly, on checking enrolments, the lecturer, Dr Myron Tripp, asked me whether my title was Miss or Mrs (this *was* 1971), and secondly, when it came time to leave I got stuck in the lecture chair!



Helped by a bit of serendipity, I was thrilled to successfully complete Political Science 1. I had always intended to sit the exam but I didn't have any of the recommended texts and couldn't afford to buy them, even if they had been available in Launceston. There was nothing relevant, let alone current, in our local library, the beautiful old Mechanic's Institute, which incidentally, was about to be demolished to make way for a bland new building. So, in short, I had resigned myself to opting out of the exam stakes.

However, one day I ran into another student in the supermarket. She had gathered all the books but didn't intend to take the exam so she lent me a huge pile that must have cost a fortune. I thought this must be an omen, so I set out to do a year's study in a few short weeks. While my husband was at work I would ensconce myself at the kitchen table surrounded by books and immersed in the principles of American democracy, with my growing baby propped up in her high chair and plied with toys and rusks beside me. We spent hours like this. She was remarkably accommodating, and it paid off, for all of us.

The following year our small family moved to Hobart and I completed the remainder of my BA (1974) and then eventually a Dip Ed (1982). Having moved back to Launceston in 1982, I was again excited to discover that the University's Faculty of Education was offering M Ed Studies subjects externally (well before the Launceston Campus was established). I undertook two consecutive units with Dr Brian Caldwell (a wonderful mentor to the remote student), a summer school, and a thesis supervised by Professor Kevin Collis, who was patient and encouraging when I got bogged down. I completed my M Ed Studies in 1992. By this time I had three children, full time employment, and an exemplary support team!

I enjoyed a long, diverse and thoroughly satisfying career in education and vocational training in Tasmania - primary and secondary schooling; adult literacy and basic education; adult and community education; labour market programs; training advisory services (ITABs), and finally in TAFE, from practitioner through to senior management roles, with a particular focus on quality learning and change management.

However, regardless of subsequent events, I know in my heart of hearts that Political Science 1 in Launceston and the kind woman, whose name I never knew, changed the course of my life. I wonder if my mystery benefactor is still out there and might just happen to read this?

*About the author:* Shirley Haas, BA 1974 M Ed Studies 1992, is now retired after a diverse career in education and vocational training, culminating in a senior management role in TAFE Tasmania. She participated in many state and national advisory groups. *A bit of serendipity ...* recounts her own circuitous and somewhat unorthodox academic pathway which was more than once influenced by chance events and opportunities.

### **Being a Science Student at Sandy Bay in the 1950s    *Ken Milton***

I came to University in 1954 to do a Science Degree comprising Physics, Mathematics and Chemistry. This was the era which spawned space travel! All my subjects, lectures and practical classes, with the exception of Chemistry, were in a 'community of wooden huts' on a Sandy Bay site between Sandy Bay Road and Regent Street adjacent to what had been a rifle range with Earl Street its boundary. In this setting, the Mathematics Department was

furthest up the site, precisely where the University Club and University Foundation premises now sit. Chemistry was housed mainly in Hobart Technical College Buildings in Bathurst Street: the building is now in the control of Tasmania Police (surely no association between past and present use!).

Classes were small so attention and help did not present a problem! There was nowhere to hide and intellectual engagement was front and centre! One could not be ignored.

The science and mathematics staff lists were small in number but the academics were good at getting the ideas across and getting students to engage with the basic and essential concepts and applications of their disciplines. Names of academics which readily spring to mind are Lester McAulay and Bruce Scott in Physics; Mac Urqhart and Pitman (Mathematics); Kurth and Peter Smith in Chemistry along with Polya and Kelly in the emerging areas of Organic Chemistry and Physical Chemistry: all prominent figures in the history of research and teaching at the University of Tasmania.

By today's standards facilities were almost Spartan but one learned from grass roots hands-on involvement and a fair degree of close shared social and intellectual intercourse among students and staff.

Tutorial assignments in Mathematics and Physics were set weekly and compulsorily submitted for marking. Despite this stringent ongoing requirement virtually all the award value for each year unit depended on a final November examination. Vastly different from the more humane situation pertaining today!

All Arts, Law, Education and other non-science studies were on the Domain site, the administration centre of the University. The total student population was approximately 800, as I recall. With such a 'geographically divided' student body, there was little chance of Humanities –Science 'mixing' outside sporting groups and interest societies. In this regard I was fortunate in that I was a resident of Christ College on the Glebe, which meant that I was in daily- shared intellectual and social contact with students from all faculties. Playing basketball and Australian Rules football with University teams allowed for further mixing. The experiences I had as a 1950's student have stayed with me by laying the foundations for an enjoyable and fulfilling teaching and academic career and making it possible to forge life-long friendships in Tasmania, the rest of Australia and beyond.

*About the author:* Dr Ken Milton, BSc Dip Ed 1958 (Tasmania), BEd (Melb), MEd (Tas), PhD (Curtin), became an academic following a career as a science/maths teacher. He has worked in Mathematics and Mathematics Education, firstly in The Hobart Teachers College, then at The Tasmanian College of Advanced Education ( at Mt Nelson) and finally in The University of Tasmania.

### **Life at the University of Tasmania's Newnham Campus in the Early 1990s    *Louise-Anne Pilsbury***

My time at the University of Tasmania (UTAS) began in February 1989, although it was then the Tasmanian State Institute of Technology (TSIT), at Newnham, Launceston.

I studied a Bachelor of Arts (BA), which was a Bachelor of Arts in General Studies when I enrolled. My chosen subjects included Geography and History (majors, studied for three

years each), English (sub-major, two years) and, the relatively new at the time, Aboriginal Studies (elective, one year). My subjects were enjoyable, albeit at times stressful, and my lecturers inspirational, and to this day I continue to have a love for my subjects undertaken.



Graduation memorabilia. Photo by the author.

Academic life on campus consisted of a mixture of lectures, tutorials (tutes), practicals (pracs) and exams. Most of my units were studied internally, but distance education was offered for many subjects, particularly in the BA degree. The University of Tasmania had an agreement with the University of New England, in Armidale, NSW, and I was able to study one of my units, Geography 6, Natural Hazards, externally through there, which I thoroughly enjoyed. Another unit, History 6a, Local History, with Dr Dan Huon Coward, now Dr Dan Huon, was studied externally through the University of Tasmania, and included three Saturday study meets. It was fascinating to do an in depth essay on where I lived, even more so as I was able to incorporate my grandfather's memories into it.

Excursions were part of academic life, too, for some Geography units. In October 1989, on Launceston Show Day, we went to Badger and West Heads, in Tasmania's north. This was part of Dr Peter Hansen's Geography 2, Physical Geography unit, where we studied the rocks and erosion, took lots of photos for our essays, and had to walk the very long stretch of Badger Beach linking both heads, in mostly rainy weather! Thanks to my friend, Joanna, sharing her umbrella, along with my raincoat, I remained quite dry, while others were not so lucky. There was another excursion in 1991, for Geography 5, Natural Geomorphology, with Dr Paul Augustinus. This time we went to the Relbia region, just south of Launceston, to study the soil and landslides. Thankfully, this was on a sunny, autumn Sunday!

Unfortunately, HECS (Higher Education Contribution Scheme), now HELP (Higher Education Loan Programme), began in my first year. All full-time university students were charged \$900 per semester and part-timers a pro-rata amount. The majority deferred payment, which then became their HECS debt. This was to be repaid after graduation, through the taxation system, once their income reached a certain level. Although no interest is added to the outstanding debt, it increases on 1 June each year, in line with inflation, as measured by the Consumer Price Index (CPI). Voluntary repayments are welcome and if the debt is paid in full, a bonus credit is applied, resulting in the amount needing to be paid being decreased.

In 1990 the Newnham campus, which was the only Launceston one at the time, expanded considerably in land and building size. The adjoining former Brooks High School site became part of the then TSIT, after the school moved to Rocherlea. I remember sitting my History 2, Modern European History, exam in the former Brooks gymnasium complete with stage, in November 1990.



Louise-Anne Pilsbury, Graduation 1994.

Part way through my degree the TSIT amalgamated with the University of Tasmania, in Hobart. On 1 January 1991 the new institution became known as the University of Tasmania. The name was the focus of much discussion at the time and I had my opinion on this published in *The Examiner* newspaper. (*Examiner*, 24 February 1990, p 14).

After amalgamation there were a few noticeable changes. I remember semesters were shortened from 15 to 14 weeks, as were mid-semester breaks, which went from five to three weeks, academic marks decreased by five per cent for credits (65%–60%), distinctions (75%–70%) and high distinctions (85%–80%) and Faculties and Associate Professors were introduced. Also, University of Tasmania memorabilia were available for sale and I became a little addicted to collecting the various items! Everything from key rings to polo shirts emblazoned with the crest/logo was sold at the Student Association (SA), now the Tasmania University Union (TUU). SA membership was then compulsory and fees had to be paid at the beginning of each year.





University of Tasmania memorabilia. From the collection of Louise-Anne Pilsbury.

Graduation ceremonies were held in the year following course completion. Mine was on Saturday, 16 April 1994, at 10:30am, one of three, that weekend. Sadly, there was no Town and Gown Parade then. The ceremony was held at Launceston's Albert Hall and was a magical day, full of pomp and ceremony. It was lovely to celebrate the completion of years of study and sacrifice with family, with each graduand being allocated two free tickets. I remember enjoying, along with most of the audience, Emeritus Professor Coleman O'Flaherty's humorous and inspiring occasional address. Free programmes with the graduates names were distributed to all attending and the day following the ceremonies all the names were published in *The Examiner* and *The Sunday Examiner*. *Southern Cross News* covered the event and I was briefly featured in their report, on Saturday evening. At the end of the ceremony all the graduates marched in a procession out of the hall. Refreshments were served in the adjoining City Park, on a perfect autumn afternoon. The day was extra special for me, as I shared it with my sister, Madeleine, who was admitted to a Bachelor of Education degree, at the same ceremony.

Academic gowns were worn by nearly everyone who graduated. Bachelors also wore a hood with the edge lined in a thick satin ribbon in their discipline colour. Mine was dark blue. Most people hired them from the SA, but I bought my own, to have as a keepsake. Unfortunately, mortar boards/trencher caps were not worn for the ceremony, although they were for the official photographs.

Even after the passing of many years, I often reflect fondly upon my time at the University of Tasmania and am glad I was able to turn my dream of attending university into reality.

*About the author:* Louise-Anne graduated with a BA (1993), after obtaining a Certificate in Fashion Design and Most Outstanding Student Award (1988). She has had writing published, worked in the innovative at-home call centre environment and contributed Australian word usage to *The Oxford Dictionary*. Her degree is used in, and enriches, most aspects of her life.

### **Student Life in the 1980s** *Raymond Hilder*

My name is Raymond Hilder. I am from Burnie originally. I studied a Bachelor of Science course in Hobart at the University of Tasmania in the 1980s, and this was undertaken over a period of 5 years, with various course changes. My eventual majors were in computer science and mathematics. I have one brother, Tom Hilder, who also attended the University of Tasmania. He completed a bachelor of science at roughly the same time. This is the story of our student days, told through my photographs.



Packing the car.



Leaving Burnie for University.

As a student, I stayed at Christ College for one and a half years, spending my second year there in Nixon block. In Sandy Bay, I attended the Sandy Bay Uniting Church where one of my lecturers, Professor David Green, also attended.



Cathy (pharmacy) and Joyce (medicine) at Christ College 1985.





Joyce, James Gardner, Raymond Hilder, Christ College.



Stephen Abel, Martin Webb, Raymond Hilder (all science students) and Prof David Green.

In April 1991 I finally graduated.





Just before graduation. The Burbury Organ had only recently been installed.

I was recruited by the Australian Tax office and moved to Canberra at the start of 1990, I worked in the National Taxpayer Area in the NTS ALERT area, and this IT team maintained lodgement enforcement and accounting tax agent sub system programs. Later in 1992 I was promoted into the Automated Data Capture area. I worked there for five years transferring to the HWI team(Large Business International Area) for 2 years, then taking one year's leave to study the Bachelor of Teaching Course in Hobart, my brother Tom also studied the same course except he studied primary teaching and I studied secondary. I completed half of the Teaching course; I returned to work in 2000 and was retired from the Australian Taxation Office in 2005. I was employed as a Consultant with Dialog Information Technology in 2011 for 2 months being out posted to a government agency. I have been undertaking various studies in the last 2 years completing a TAFE Certificate, and one unit of a postgraduate course with the Australian Computer Society.

*About the author:* Raymond Hilder studied science at the University of Tasmania where he majored in mathematics and computer science. This led him to a career in taxation. He has continued with his studies since leaving taxation.

### **Alumnus on Hold   *Ed Sianski***

I am a late-comer to the University of Tasmania's distinguished circle of alumni having received my degree in August 2012 after commencing part-time studies in 2005. I made an earlier attempt to undertake university studies in 1970 but work and family commitments, coupled with the illness of active alcoholism, prevented the early realization of the dream of graduation.

I was born in Regensburg, Bavaria in Southern Germany to a German mother and a Ukrainian father who was a displaced person. In 1949 we departed Naples to head off to Australia and landed in Newcastle in November of that year. After being in various refugee camps we ended up in Tasmania where Mum and Dad acquired a block of land at Springfield (now West Moonah) and where Dad built a two-room shack which was our home for 7 years. There were no roads, electricity, sewerage and conveniently located taps! Water had to be carted in by hand and holes were dug for the sewerage. A kerosene lamp and primus stove provided light and heat. Clothing was washed in a copper kettle held over an out-door fire. Pigeons, ducks, geese, chickens and a well-laid out vegetable garden were our alternative to Coles and Woolworths.

Dad was very proficient in languages and in addition to Ukrainian and German he was very fluent in Greek, Hungarian, Czech, Polish and Flemish as he worked in a mine in Belgium. His experiences of being captured by the Russians in World War II cast a long shadow. When I was 11 years of age Dad acquired a severe mental illness which changed his personality from someone who was outgoing and gregarious to one who became inward-focused. My brother who had just been born would never know the Cossack dancing, accordion playing life of the party that Dad once was.

Neither of my parents had completed high school. They were literate in their native languages but struggled with English. Dad carried a notebook around to record some of the new words he heard but English as a second (third, fourth or fifth) language became something of a challenge which he never mastered.

Despite the lack of physical resources and the illness that overshadowed our family, Mum and Dad were passionate about my education and enrolled me into the local convent school where I had a first nibble at formal education. The early years were difficult because of language difficulties. I spoke German at home and English at school. As primary school progressed academic awards provided the encouragement to keep trying. By the time I reached high school the local Christian Brothers College of St Virgil's provided a wonderful bow from which I could launch the arrow of a spirit of inquiry which would help me to pierce the boundaries of ignorance and complacency. My parents made huge financial sacrifices to keep me enrolled in both primary and secondary Catholic schools.

The three years at the Hobart Teachers College were a wonderful opportunity to taste tertiary education and to broaden my educational base. Many of my classmates from matriculation progressed to University as a matter of course. I don't think I was ready at that stage to contemplate a degree course so a diploma became my immediate horizon. However, by 1970 I decided to push out into the deep and enrolled at the University of Tasmania as a part-time student undertaking two subjects. When I became the acting principal of a small school I reluctantly dropped one of the subjects. I still remember studying for exams in Australian history while on an Army Reserve bivouac at Buckland. While the pass was an encouraging development, I lost focus and decided not to re-enrol the following year. Alcoholism narrows one's choices considerably and it was easy to upbraid others for my not undertaking university studies. Deep down I felt disappointed in myself and it was easy to use a wife and

a young family as an excuse for not studying. From time to time I would drive by the University of Tasmania's Humanities building and feel a pang of profound regret.

Before my alcoholism progressed I acquired a Diploma of Teaching and taught in a number of state primary schools before completing a teacher-librarian course. Having worked in a state school library and an education department one, I was offered a library position at the Tasmanian Catholic Education Office where I have just completed 30 years!

As a functional alcoholic I never attracted police attention and still managed to turn up for work – rarely missing a day. My disease of alcoholism was possibly aggravated by Dad's post-traumatic stress and as time went on it began to negatively impact on my family and relationships. During this time I still managed to complete many short courses at the Tasmanian Catholic Education Office to keep abreast of developments in the library field I was responsible for. Fortunately, after reaching a rock-bottom nearly 21 years ago, I came in contact with a group of people who showed me how to be free of alcohol in order to be free for life – a day at a time.

Recovery came very slowly. Physically I recovered quite quickly but the mental and spiritual has taken much longer. After ten years of recovery and the completion of a Certificate of Religious Education, I decided the time had come to re-enrol in the University of Tasmania and complete what I had commenced 34 years ago! Philosophy was my first area of choice followed by sociology. I was very fortunate in having so many excellent lecturers and tutors who enthusiastically shared their passion for learning

Some of my most enduring memories are of the diversity of students from all over the world who have chosen to come to the University of Tasmania. As a 57 year-old student when I first enrolled at the university I was very grateful for being accepted by younger students. On no occasion was I made to feel uncomfortable or out of place by any student or lecturer/tutor. There were moments of doubt – especially around exam time at the Union Building – when I questioned what I was doing! However, I was one of many fellow-travellers pursuing the spirited path of education.

After completing my Bachelor of Arts degree I was given the opportunity to do further post-graduate studies in philosophy by undertaking an Honours course. My mother had died of dementia a year before I graduated so my thesis focused on the philosophy underpinning the care of people with dementia. I was able to use some of my experiences with Mum's illness in my work and was very fortunate to have as my Honours supervisor a former lecturer in philosophy who had a background in nursing the elderly. Dr Leila Toiviainen is a wonderful example of a University staff member who shows that learning is best achieved when heart and mind are connected.

As a life-long learner I am determined to continue the quest in education which is ongoing and which provides its own rewards. The University of Tasmania is well-placed to meet my needs in the area of scholarship, knowledge and wisdom. I am very grateful for this learning

establishment and to have been one of many who were privileged to be a student in its 125 years of existence in Tasmania.

*About the author:* Edward Sianski BA (Hons) 2014. Ed has been a part-time student in philosophy for the past two years while working fulltime at the Tasmanian Catholic Education Office as Manager of the Fr John Wall Community Library. As a member of the Golden Key International Honour Society, he is passionate about life-long learning and believes that the University of Tasmania offers people of all ages and backgrounds wonderful opportunities for personal and professional educational growth.

### **The Only Boy from Southern Tasmania in My College** *James Wessing Wishart*

On reading *Alumni News* of June 2014 I came across an article on page 23 concerning a Malcolm Scott in which he said, 'I lived in Christ College for four years, where at times some of my fellow students found it hard to relate to me and sometimes I to them. Had I not been in Christ College, I would never have got my degree.'

How strange to see the very words which describe what I have said to my wife on numerous occasions. My experience occurred some 20 or so years before Mr Scott as I was in Christ College when it was in what was then Park Street.

Perhaps a little digression to explain how I came to be in College and at University in 1944 to 1947 (inclusive) may be useful.

As a small boy I attended a little country school, South Arm Primary, which had a student population at that time of about 20 and to which my two younger sisters and I drove 6 miles (that is how distance was measured in my youth) back and forth each day in a little pony cart. My parents had an orchard in Sandford.

In 1937, being 12 years old, I sat for and passed the entrance exam for Hobart High School. That was the beginning of the rest of my academic and professional life. What a revelation the General Science class was.

There and then I decided that Science would be my future.

I matriculated in 1942 but went back to High School for another year and entered University in 1944. I was particularly fortunate to obtain a place in Christ College as I was the only boy from Southern Tasmania to do so.

Most of the other students came from private schools in the North so, I as a public schoolboy from the South, I was very much in Mr Scott's situation.

I must say that being housed amongst some of the brightest students in the State was certainly a blessing because some were only too ready to assist as much as they could. I do not know how I would have managed without their help. For that I am eternally grateful. It took me four years to obtain my BSc with majors in Chemistry, including a Distinction in Industrial Chemistry; so you can gather I was not a particularly gifted student.

Apart from study, I and others from College reformed the University Rifle club which had been in recession due to the War until 1946. I was appointed Captain of the Club and later on received a Full Blue for being top scorer for the Combined Universities of Australia versus South Australia during the Inter-Varsity competitions in Adelaide in 1948. Target shooting

became my sport for about 60 years during which time I represented Tasmania on 26 occasions; 6 as Coach or Captain and Australia 3 times; twice as Captain.

In November 1948, after a short period as Assistant Brewer at the Cascade Brewery I was appointed to the position of Scientific Officer in the Tasmanian Government Analyst Laboratory. In November 1988, having given 40 years of loyal service and become Assistant Government Analyst and Supervising Analyst under the Road Traffic (Alcohol and Drugs) Act of 1970, I retired from the Public Service at the age of 63 and enjoyed a time in private practice until I reached 70.

I should perhaps mention that, during my time at work I was granted Fellowship of the Royal Australian Chemical Institute and I was very active on the Council of the Public Service Association for more than 20 years. I was President for some 9 years. I was also honoured with a Medal of the Order of Australia (OAM) in 1987.

Well, here I am now at the age of 89 thinking how everything appears to have changed. There were no laptops, iPads, iPhones etc when I was studying; the essentials being only pen and paper, a Slide Rule and a book of Logarithm tables, all ancient stuff nowadays, and, if you needed some information you went to a place called a Library and studied material from a book as there was no Google or Wikipedia to respond to your questions.

Fortunately, it is not all beyond my grasp as I have just recently successfully completed a nine week MOOC course on Understanding Dementia run by UTAS.

How fortunate the modern generation is; may they realise their good luck and make the most of it.

*About the author:* James Wessing Wishart, OAM, holds the following:- BSc (Tasmania), FRACI, CChem.

### **Academic Relations in the 1950s *Robert (Bob) Clarke***

Sadly, it has not always been all sweetness and light on the University's academic front. Way back in 1951, we had lectures in Political Science I in the English and History Building. That edifice is the seemingly deserted building nearest to Aberdeen Street. Our Pol. Sc. lectures were held in a lecture room on the top floor. A study on that floor and off the lecture room was occupied by one Dr Lowig – a senior lecturer in Maths. The good doctor had to access his study through the lecture room used only by Arts students. Rumour had it that Dr Lowig did not have much time for Arts students. Perhaps I malign him, and if so, I apologise to his memory.

Our Political Science I lecture was an early event, beginning at 9.00 am. Every morning, at precisely 9.17am, Dr Lowig would open the door and stride purposefully to his study between the lecturer and his students. He would look neither to right nor left, with no 'Excuse me,' or 'By your leaves,' and 'nary a smile. At this time, the 9.00am lectures were delivered by Professor C S King, a benign gentleman of unknown age, but I suspect it was over 60. Professor King was obviously disconcerted and offended by his Maths colleague's behaviour on entry. I dread to think what they talked about over morning tea!

Then, one day in second term, after Dr Lowig had traversed the lecture room, Professor King beamed, a beaming smile that lit up the cold and wintry room. He looked at us and said

something along these lines, 'For a long time, I have been waiting for the mathematicians to move down to Sandy Bay and today is the day. There is a God.'

From that day on, Political Science I lectures went ahead without interruption.

The aforesaid Dr Lowig was unique in Tasmania. I believe he was the only PhD in Maths in the state and the sole holder of a Maths Doctorate at the University of Tasmania. He attended each of the four Commemoration ceremonies I attended in my University days. He wore a colourful pure silk academic gown reputedly of his own design. University gossip had it that Lowig obtained his degree in Germany and no one knew what academic gown a PhD in Maths should wear, so Lowig designed his own. Pessimists believed he only attended Commem. to show off his colourful gown; it was the only chance he had to wear it and I cannot remember him doing anything but sit and look thoroughly bored during the Vice-Chancellor's 'sermon'.

I doubt if academic relations these days are as bad as they could well have been back in the 1950s, at least judging by what I have just described. It was probably unedifying, but it made life interesting for the students and gave us a talking point, plus a good laugh at the foibles of the academics.

*About the author:* Robert (Bob) J Clarke, BA Dip Ed 1954, spent four fruitless years teaching, then qualified as an accountant and is now enjoying retirement, reading Mediaeval History for relaxation. He spent four years living at Christ College and spent a couple of years working on *Togatus* and has contributed a number of other stories.

### **TOGATUS** *Robert (Bob) Clarke*

Back in the 1950s, *Togatus* was the University of Tasmania's student newspaper. Although I worked on it for two years, I cannot for the life of me remember which two years. Was it 1952/53 or 1953/54? The editor in those two years was Keith Woodward, known to his friends as 'Woody.' At about the time 'Woody' became editor, Davies Brothers, who then owned *The Mercury*, donated a scholarship to help pay the editor of *Togatus*. Keith was the first recipient. It helped that 'Woody', a law student, also worked part time at *The Mercury*. Whether that influenced the decision makers, I do not know. I only know that Keith was a good editor.

In those days, as I remember it, *Togatus* was produced once a month. The editorial staff put the words together and *The Mercury* staff did all the composing and printing. The *Togatus* staff, apart from Keith Woodward, consisted of me and a sweet female student, Fay Crawshaw, who came originally from Queenstown, but later settled in New Zealand. If there were any other Uni students directly involved, I apologise for forgetting them.

Way back then, *Togatus* was located in a small weatherboard building attached to the north side of what was then the students' common room. That sparse building was the building on the western side of the road that runs through the grounds opposite what was the optical labs and the building that used to be (long, long ago) the Engineering lecture rooms. The *Togatus* 'office' looks very much smaller now after 60 years.

Beside the work of Keith, Fay and I, *Togatus* received reports from all sports teams and any

activities from the Clubs and Societies Council. The contributions from these bodies was greatly appreciated and generally of a high standard. 'Woody' produced a good, almost professional broadsheet newspaper. (*The Mercury* was also a broadsheet in those days). There were often photographs, many taken by 'Woody'. One of these, probably in an archive somewhere, features the current writer in a most unflattering pose in the Commem Parade of, I think, 1953.

This has been a rather rambling bit of nostalgia, but I can only say, 'Ah, those were the days.' If I have forgotten anyone else involved in *Togatus*, please forgive me: memories for detail tend to fade with age!

*About the author: Robert J Clarke BA 1954 DipEd spent four fruitless years teaching, then qualified as an accountant and is now enjoying retirement, reading Mediaeval History. He spent four years living at Christ College and spent a couple of years working on Togatus, the student newspaper.*

### **The Story of One Grateful Tasmanian Graduate *Brian Frankcombe***

I am now an octogenarian living in Devonport and I am an alumnus of the University of Tasmania.

I attended the Domain campus in Hobart in the early 1950s where I demonstrated mediocre academic skills to finally graduate in 1957. I was the first family member to get a degree, transitioning from farming to education.

Attendance at the University of Tasmania meant, for me, extended periods away from home and family back on the farm at Mt Hicks and these years heightened the development of my independence. Without the support, protection and direct intervention (if needed) by family or teachers (as had prevailed previously), the University challenged and demanded independent thought, action and responsibility, coinciding with a stage in life when these were appropriate. I needed to learn to ignore distractions; to avoid unhealthy/undesirable/illegal activities (or equivalent people); to judge the reliability and sincerity of others; and to develop healthy interactions and relationships. It was also appropriate to experience and to learn about the use of time and timelines; to consider punctuality and organisation; and to include a diversity of leisure and rehabilitating activities as a balance with work. The University served as a formal and informal venue for debate, exploration of concepts, development of personal views and processes and techniques for refining these, tolerance of other people and ideas/perspectives, introduction to diverse cultural, artistic and aesthetic experiences and views in both University and community settings. These led me through important phases of maturing and developing as an adult. It also fostered an existing love for and appreciation of books.

The University (and the Hobart police) proved to be sufficiently flexible and understanding to allow me to learn from and to remedy mistakes made during these developmental years. Opportunities for travel (such as Inter-Varsity competitions on the mainland) provided

opportunities to cope with novel circumstances effectively and responsibly, enhancing independence and maturity (in spite of an abundance of liquor). Non-class time was sufficient to permit off-campus work and life experiences, time with family and gainful employment to assist in financing studies and in broadening exposure to work options, to people and to sporting and leisure activities.

Besides the factors noted above, about a month before the end of my days as a full-time student at the University of Tasmania, I met a newcomer to Tasmania from interstate. We were married three months later; she is my companion and partner for nearly 60 years and part of the legacy from the University of Tasmania

My first teaching position, in 1956, was in my home country, at Wynyard. After working in five schools in Tasmania, I taught for two years on Nauru and researched the history of that island for an MA degree. My history professor at the University retired before it was completed.

My BA/Dip Ed proved to be an international qualification: it was recognised and accepted for work in England. I arrived in Yorkshire by ship in 1966 with no prior contact and was teaching within 48 hours in the public school system; later I travelled to Canada where I worked in Alberta and British Columbia for 23 years.

My university years in Tasmania also served as a springboard for further studies, leading to MA (Oregon) and PhD (Michigan State), both with grades far better than those I achieved when I was younger. These were a foundation for challenging and satisfying roles in education, including thirteen years as Superintendent of Schools in Alberta and BC – the latter a school system with a geographic area larger than Tasmania – and four years as Director of Curriculum with the Ministry of Education, responsible for programmes for almost half a million students in BC. My Tasmanian qualifications also underpinned what I offered to undergraduate and graduate students attending courses I taught, on a part-time basis, at two universities in British Columbia. The foundation for a life of work immersed in teaching and learning had been nurtured by the University of Tasmania, along with worthwhile skills and habits and an appreciation for the many dimensions of our world and its citizens.

Those four years in the early 1950s set the stage for a very lucky life for me and influenced family commitment to academic qualifications. I now have nine close family members who are graduates, some of whom have more than one degree.

THANK YOU, UTAS!

*About the author:* Dr Brian Frankcombe, BA 1957 (Tasmania), MA 1970 (Oregon), PhD 1978 (Michigan State), grew up on a farm in the Mt Hicks district, outside Wynyard in Tasmania's north-west. His doctoral thesis was on Comparative Curriculum Development in Elementary Social Studies/Social Science in Alberta and in Tasmania.

### **A Lifetime Connection with the University of Tasmania    *Derris Wood***

My story with the University of Tasmania actually began when I was seven, as it was then I decided to become a Teacher when I left school. This decision became a reality when I was granted a Studentship with the Education Department in Grade 9 in 1955 and subsequently



went to the University in 1958 to study a Bachelor of Arts and a Diploma of Education. My plans were curtailed somewhat at the end of 1958 when all our studentships were changed to two years as more teachers were needed to meet the demands of the increased numbers of students in the schools. Consequently, I found myself in front of classes at the young age of nineteen.

My memories of the University often focus on our accommodation at Westella which was in close proximity to the Domain campus where most of the University lectures were held. I also remember having to walk to the present Sandy Bay site, if I did not have the bus fare, for the Geography lessons. Only the Law School and a few administrative buildings were there at this time. The lecturers in the Bachelor of Arts I remembered the most were Professor Todd for English and Professor McManus for History. They both had wonderful stories to tell about their subject material, Professor Todd with his experiences when acting in Shakespearean plays and Professor McManus bringing all the historical events and characters to life with amusing stories. Mr Perkins in the English section of the teaching course always took a great interest in our practice sessions and regularly kept a check on our progress.

It took me another twenty years before I could return to the University after finally gaining my first degree through the Tasmanian College of Advanced Education (TCAE 1981) and the Centre for the Continuing Education of Teachers (CCET). From this point I have been able to study at the University two Masters' Degrees (1987 and 1999) and my PhD (2009). I have tried to give back to the University by my association and contribution to the Alumni Committee over nearly two decades. My latest honour has been asked to submit a paper at an Educational Forum Conference at Harvard University in Boston Massachusetts in March this year 2015. The University of Tasmania has provided me with a most extensive education and a most fulfilling teaching career.

*About the author:* Dr Derris Wood, PhD 2009, has told the story of her connection with the University of Tasmania.

### **A World of Opportunity, Tasmania Proud Naomi Walsh**

Having completed a Bachelor degree in 1995, I have returned to the University of Tasmania twice to pursue further study. The qualifications I have received in Tasmania have been well regarded working in Australia and the UK.

### **Uni life – studying part-time in the 1990s**

In 1990, I commenced my under graduate degree in a Bachelor of Business at the Tasmanian State Institute of Technology (TSIT). After one semester of full-time study I obtained an accounting traineeship at a local accounting firm. I studied evenings part-time and was given an allowance to attend some afternoon classes, study leave and exams. I was always envious of the full-time students sunning themselves on the lawn as I rushed back to work. The ability to do this concurrently is probably quite unique to Launceston as I had amazing accessibility to the university and academic staff.

I worked for 12 years as a client manager in accounting firms in Launceston and Perth, Western Australia. With my Business Degree in hand, my husband and I ventured to London to try our luck at contract accounting, taking 6 months leave from our accounting roles. Although the boom in jobs had passed in London, we both secured great roles. My job was a project in the group reporting division at NatWest bank to issue their annual published results. After returning briefly to Tasmania we moved to Perth, WA. I worked as manager and consultant in a large accounting firm and also tutored at Curtin University Business School and for the Institute of Chartered Accountants.

In 2008 we had a second opportunity to relocate to the UK for 3 years. With one small daughter and a second one born in the UK, I worked as a self-employed business consultant, delivering programs for private businesses, government-funded programs and seminar programs to public corporations.

### **Contemporary Arts**

After returning to Tasmania I was looking to further some studies in craft and design that I had commenced in the UK. I pulled together my portfolio and was thrilled to be admitted into the Master of Contemporary Art with a specialisation in textiles. I loved having a studio at the Academy of Arts, Inveresk and the opportunity to be inspired by other students and academic staff. Studying printmaking with David Marsden and art history with Dr Deb Malor at summer school were highlights. The printmaking, sculpture and professional practice modules helped extend and challenge my work practice.

### **Post Graduate by Distance**

After initially pursuing a career change into the arts, I realised I was still excited by the corporate world and that there was scope for a creative outlet into areas of innovation and strategy. I was already working part-time as financial controller at Venarchie Contracting, a large civil construction company, whilst studying. As the company grew rapidly, there were opportunities to expand my role to include risk management, strategy, construction and commercial law.

At this time I felt I needed to reinforce my experience with formal qualifications. After considerable research and deliberation I chose the Master of Business at the University of Tasmania. It was the only university that could offer the flexibility and choices that met my requirements. I was able to get partial credit from a completed Contemporary Arts unit and Chartered Accounting qualifications. The University's partnerships with other institutions enabled me to undertake specialised units relevant to my role.

I loved every minute of the learning as a post-graduate student. Whilst some of my undergraduate units were scraped through, my post-graduate experience was completely different. Through online forums and discussion groups I experienced a diverse range of perspectives from peers throughout Australia and overseas. I was able to apply actual experience to case studies and apply learning immediately into my work. The intensity and pace was demanding and rewarding.

It was a proud moment to have my daughters and husband attend the graduation ceremony with me in 2014. Their support enabled me to work hard, sometimes very intensively. Last year I was selected for and completed the Tasmanian Leaders program. I have a love of learning and will continue to seek new opportunities to acquire greater knowledge.

### **The Tasmania Advantage**

Tasmania offers some unique opportunities to both graduates and Alumni returning to live in Tasmania after gaining mainland and overseas experience. Tasmanian businesses are generally smaller including the local offices of national and international organisations. Graduates are often able to obtain more diverse experiences compared to larger mainland equivalents where they may be pigeon-holed into specific roles early in their career.

Drawn back to Tasmania for family, lifestyle and our outstanding natural environment, we were sceptical about the chances of obtaining positions at advanced level of seniority, especially with both my husband and I looking for similar roles. We both have amazing senior management roles that are diverse and challenging. I continue to work in the road construction industry and my husband in the health sector. I am a board member on the Design Tasmania board and adviser on Civil Contractors Federation (Tas) board. One of the greatest advantages of living in Tasmania is that it is possible to do this and have great family and life balance.

Tasmania's economy is very reliant on activity in the public sector. It is essential for private industry to continue to invest and innovate to secure Tasmania's future. As a qualified and experienced manager I have a greater appreciation of the importance of the university in providing skilled and talented graduates but also the essential role the University plays as a major contributor to Tasmania's economy.

### **The University of Tasmania Mentoring Program**

I consider myself fortunate to have obtained a range of qualifications, career and life experience. I feel it is important to engage with and give back to the university community. When I applied to do a Bachelor of Business I was very uncertain about career choices having come from a farming family with no examples of further education. I am now entering my fifth year as a University of Tasmania mentor. By sharing my experiences and challenging the next generation of graduates, I hope to contribute a small part to their future success: I am certainly inspired by working with them.

*About the author:* Naomi Walsh, BBus 1995, MBus 2014, actively seeks opportunities to blend her experience, qualifications and interests. With a number of qualifications and a career in finance and consulting spanning a number of industry sectors, she now holds leadership roles in private enterprise, the construction industry, art and design and other community-based organisations. Naomi is committed to helping Tasmanian organisations to flourish by being vibrant, resilient and innovative.

### **The Great Bank Robbery of 1951...*Robert (Bob) Clarke***

In another story, I referred briefly to the bank robbery staged on Commem Day in 1951. I think the time has come to tell the story in more detail. Although I was not involved (I was in my first year at Uni and was considered too new to be part of such goings on) I can still remember most of the details.

The entire plot was hatched at Christ College one evening after our formal dinner. In the following account, the names have been disguised to protect the not so innocent. The principal 'robbers' were PE (later a respected lawyer in Launceston and a member of the Senate), MG (a law student from Sydney who returned to his home city a few years later. I do not know if he graduated) and another whose name eludes me for certain, but I think he went on to be an academic at the ANU, but who I shall identify as JP. There was one other slightly more than 'bit' player. This was JC, yet another law student, who after graduating, took himself off to London and became a member of the Inner Temple – just about as high as a barrister can go, without becoming a judge. There were a few others roped in as stooges.

The general idea was that JC (the president of the Uni Rifle Club) would fill a couple of bank cash bags with spent bullet cases and take them to the old Commonwealth Bank building in Elizabeth Street. That was adjacent to the Post Office in Elizabeth Street. JC would then emerge and stand on the bank steps for a short time, holding the bags of 'money.' MG and JP would violently overpower him, brandish a toy pistol, pinch the bags of 'money' and high tail it down Elizabeth Street to where PE would be waiting in his car. PE was essential to the entire operation. He was the only College student who owned a vehicle. It was a two door convertible – a crucial factor in what actually happened. The general idea was that the 'robbers' would escape in PE's car.

On Commem Day, after lunch, JC left for the bank, followed by MG and JP. PE meanwhile drove off to park in Elizabeth Street. Just where he would park was not determined, but the 'robbers' knew it would be on the western side. I should point out that in 1951, the main street of Hobart had not been pedestrianised into a mall and was often cluttered with assorted traffic – cars, commercial vehicles, trams and taxis as well as pedestrians. Consequently, PE had to park outside *Charles Davis*, quite some distance from the Commonwealth Bank. Also, crucially, the hood of the convertible was down, mainly to facilitate the ingress of the 'robbers'; but therein lay the danger.

All the players, plus a number of extras, duly assembled in or near the bank at just after 2.00pm. While MG and JP waited outside, JC made his appearance after waiting inside the bank for an appropriate time to allow for the main cast to take their places. As JC walked out on to the top step of the bank, MG and JP assailed him, MG waved the toy pistol and they relieved him of his two cash bags. JC performed an Oscar winning role as he was deprived of his 'valuables.' At the same time, the assembled extras did their bit by shouting such inspiring lines as 'Help, Help. The bank has been robbed! Stop them! Thieves, robbers!' The 'robbers', followed by the stooges, hared off down the centre of Elizabeth Street, over Collins Street and off towards PE and his parked vehicle – with the hood down.

The breathless 'robbers' leapt into PE's car. Unfortunately, PE had not started the car. No doubt he lost track of time (I give him the benefit of the doubt). As a result, he had to start the car (remember this was 1951 when ignition was not as fast as today), swing the wheel and get into the traffic flow as quickly as possible, after making sure that MG and JP were safely aboard.

MG and JP safely in the car, PE pulled into the traffic. It was then that a young police constable, risking all, leapt on to the boot of the car, clapped a strangle hold on PE with his left arm and switched off the ignition with his right hand. It was really a pretty daring thing to do as he did not know it was a hoax. 'What the hell do you think you're doing,' he is alleged to have said. In response, MG told him, 'We're University students.' The constable was not impressed and the three were marched off to police HQ where they were charged. MG and JP were charged with breaking the peace by shouting 'Help, the bank has been robbed. Stop them; thieves, robbers,' which of course was wrong. PE was charged with aiding and abetting them. Now, this was quite serious for both PE and MG. As law students they could have been in very hot water if found guilty.

A local lawyer offered to defend them *pro bono* when the case came before a magistrate. It was heard very quickly – within a matter of a few weeks early in second term. The magistrate was the late Geoff Sorell, who took it very seriously and warned the mass of students who came to see justice done against any unruly behaviour.

All the evidence was heard in, generally speaking, respectful silence, apart from the occasional laugh. The constable gave his evidence solemnly, although the proverbial titter ran around the court room when he tried to demonstrate how the cap gun worked; in this case, how it didn't work. Even Geoff Sorell cracked a smile. When JP was giving evidence in his own defence he said that he saw Mr (PE) drive around a corner at a particular time. Magistrate Sorell with the slight hint of a smile asked drily, 'Was he on time?' JP responded, 'I'm sorry, I don't know anything about a time schedule.'

The case took a day for evidence to be heard and the Magistrate adjourned it for a week to consider his verdict. When it resumed, Magistrate Sorell dismissed the charges on the grounds that the police had the charges wrong. After all, neither of the 'bank robbers' had charged down Elizabeth Street shouting anything, let alone 'Help, the bank has been robbed. Stop them, thieves, robbers.' It would have been impossible, really, to pin that on anybody. And if *that* charge was wrong, PE could not possibly have aided and abetted them.

Although he technically cleared them, Magistrate Sorell gave them a very firm warning and a strong tongue lashing. It was reckless and could, he said, have had a disastrous result. He was probably right. He also praised the young constable who took appropriate action at a potential risk to himself. He was right there, too.

Many years later, I have to say I thought then (and if I am honest, I still do) that it was quite a well-planned student lark. There was potential for some harm to be done, but all in all it caused more than a few laughs in Hobart at the time. And what is more, it and the court case even made the front page of (the now defunct) scandal sheet, 'Truth.' In the years since, I have often wondered what happened to the young constable, whose jaw dropped a mile when PE told him they were all University students. I wonder if he ever made it to Police Commissioner?

*About the author:* Robert (Bob) J Clarke, BA Dip Ed 1954, spent four years as a student at Christ College. He has contributed a number of other stories on student life in the 1950s.

### **Graduations *Robert (Bob) Clarke***

Long ago when the University was mainly located on the Domain site, the Graduation Ceremony was a very different affair from today's activities. Now, graduation ceremonies are spread over several days in Burnie, Launceston and Hobart and seem to me to be a very sedate business. In the 1950s, they were very different and rather rowdier affairs.

When I and my contemporaries graduated, all degrees were conferred on the one day - 2<sup>nd</sup> or 3<sup>rd</sup> Wednesday in May in the City Hall, in Macquarie Street. As I recall, we had a brief run through on the day before to get the order right under the strict eye of the Registrar, Alan Preshaw (nicknamed 'Presh').

Commemoration proper began at around noon with the parade of 'floats' through the streets of Hobart. Nearly every club, society and the two residential colleges entered a float, the best of which won a small prize. In 1951, Christ College won with an imitation of the nicking of the Stone of Scone from Westminster Abbey earlier that year.

Back to the graduation. At around 2.00 pm, things got under way. After the onlookers – proud parents, press and noisy undergraduates – had seated themselves in the body of the Hall, the Graduands filed in with the sexes separated – ladies to the right, gentlemen to the left – and took their very carefully defined places in the order explained by 'Presh' the day before. The academic staff who were taking part (most stayed at home) filed in, followed at length by the Chancellor, Sir John Morris.

At every Commem ceremony that I can remember, somehow a long length of ship's anchor chain was produced at the back of the City Hall and made its way under the seats to the row behind the graduands. While all the nervous graduands were entering, the 'great unwashed' sang a song starting, 'In May every year, an event comes around, When the members of staff in their glory are crowned'. I forget most of it, but someone out there may know the rest. I was led to believe that in 1948, 1949, or 1950, the day before Commem, some students gained access to the City Hall. They rigged a dead crayfish high up over the stage. At a crucial point in the Chancellor's 'sermon' they lowered the unfortunate lobster over Sir John Morris' head. I was not there to see Sir John's reaction, – obviously, as I only arrived at University in 1951 –but I'll bet it was priceless.

The Chancellor gave a long, boring report of the University's activities in the past twelve months to a background of undergrad noise. It didn't matter very much, because no one was really interested. Then we finally came to the main business when all degrees were conferred in groups of five – ladies, lads, ladies, lads etc until all were graduated. There was none of this nonsense of spreading it over more than one day. There was a strict order of faculties starting with Arts and ending with some Johnny-Come-Lately faculty, such as Engineering (sorry about that). After the academics departed, the new graduates left, to receive adulation from the aforesaid proud parents and then headed off to the Town Hall to have late afternoon tea with the Chancellor and Lady Morris.

It was all over by about 4.30pm. The best bit was gathering in the back bar at Hadleys at 8.00pm, although some cheated and got there at about 6.00pm. Enough said. Oh dear, it ain't like that now! To quote a certain BBC comedy, 'Hoh dear, 'ow sad, never mind.'

*About the author:* : Robert J Clarke, BA 1954 DipEd, spent four fruitless years teaching, then qualified as an accountant and is now enjoying retirement reading Mediaeval History. He spent four years living at Christ College and spent a couple of years working on *Togatus*, the student newspaper.